

Stanford Library  
APR 5 1951  
Cobbler Library

THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

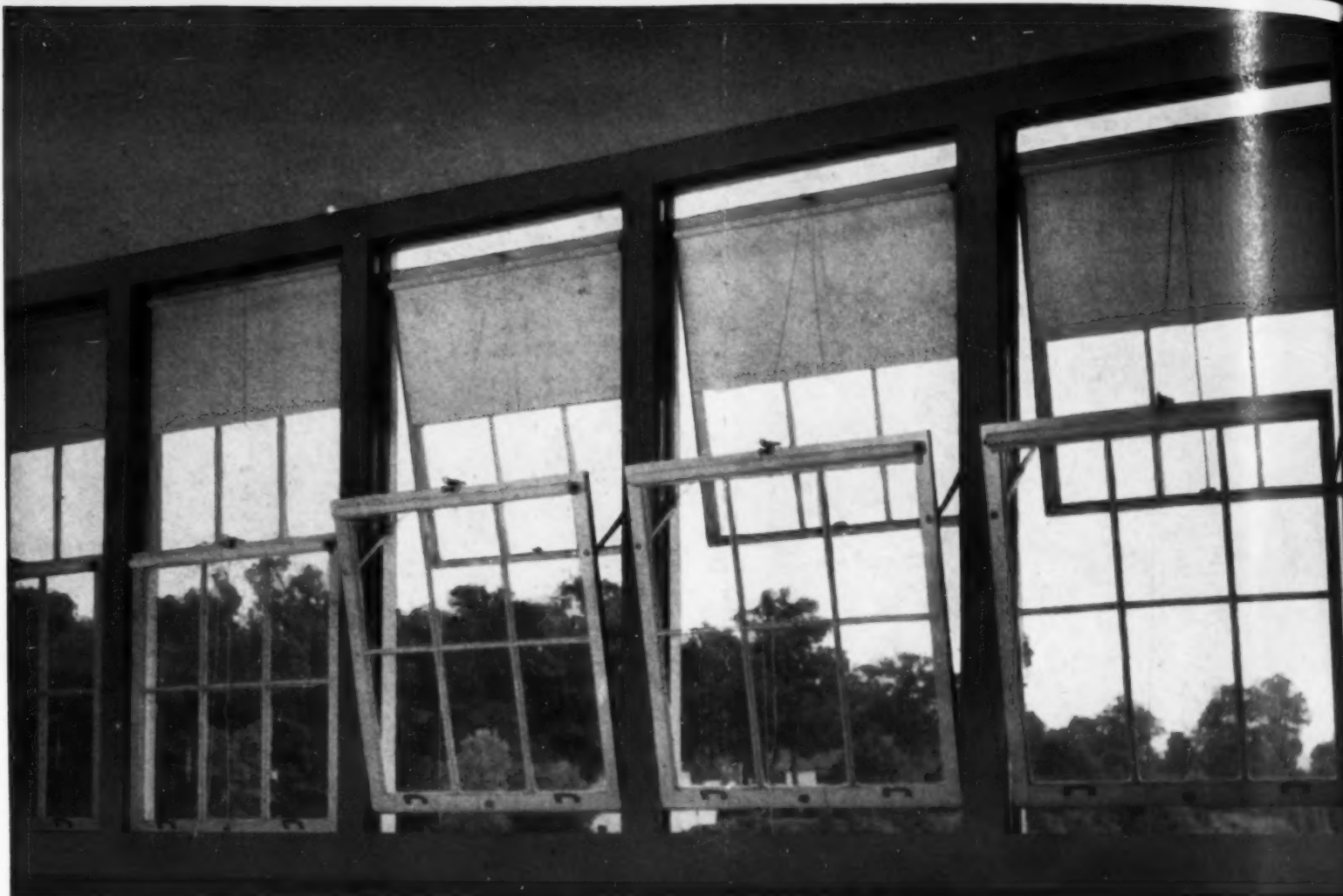
## In This Issue:

- ★ Practical Problems of School  
Lunch Management—*Maxwell*
- ★ Easing Administrative Worries—*Durbin*
- ★ Provision for Education in  
Our Defense Economy—*Exton*
- ★ A Complete Elementary School—*Brown*



VOLUME 122, NUMBER 4

APRIL, 1951



# AUSTRAL WINDOWS are in thousands of schools today

Thousands of schools throughout the U. S. and Canada are equipped with the Austral Window — popular for 40 years!

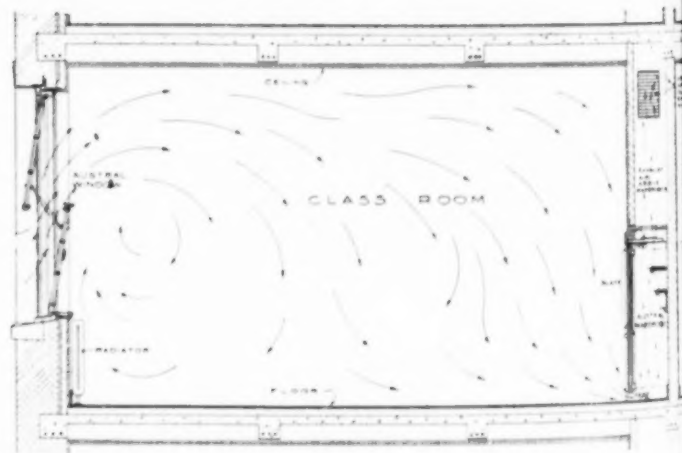
## *The Reason?*

**VENTILATION** — The Austral Window affords an ideal system of ventilation without drafts.

**LIGHTING** — Light is controlled by arrangement of shades on sash without obstructing free circulation of air. An ideal awning effect at no added expense.

**ECONOMY** — The Austral Window costs no more than the ordinary window. No expensive or complicated equipment. Minimum maintenance costs. Both sash reversible for cleaning or glazing.

Equip your schools with Austral Windows. Give your teachers and pupils the benefit of advantages so well demonstrated over more than 40 years. Write for literature and details.



# AUSTRAL

## SALES CORPORATION

101 Park Avenue, New York 17, N. Y.

WINDOWS • SCHOOL WARDROBES • MULTI-USE BLACKBOARD FIXTURES



## JOHNSON CONTROL in FINE SCHOOLS EVERYWHERE



Rufus King Public School, Borough of Queens, New York, N.Y.—Johnson *Individual Room Thermostats* operate 159 direct radiator valves providing correct temperature in each room. Johnson controlled ventilating systems insure proper distribution of air to six separate sections of the building. The ventilation and heating systems are also zoned for remote operation from switchboards located in the boiler room.



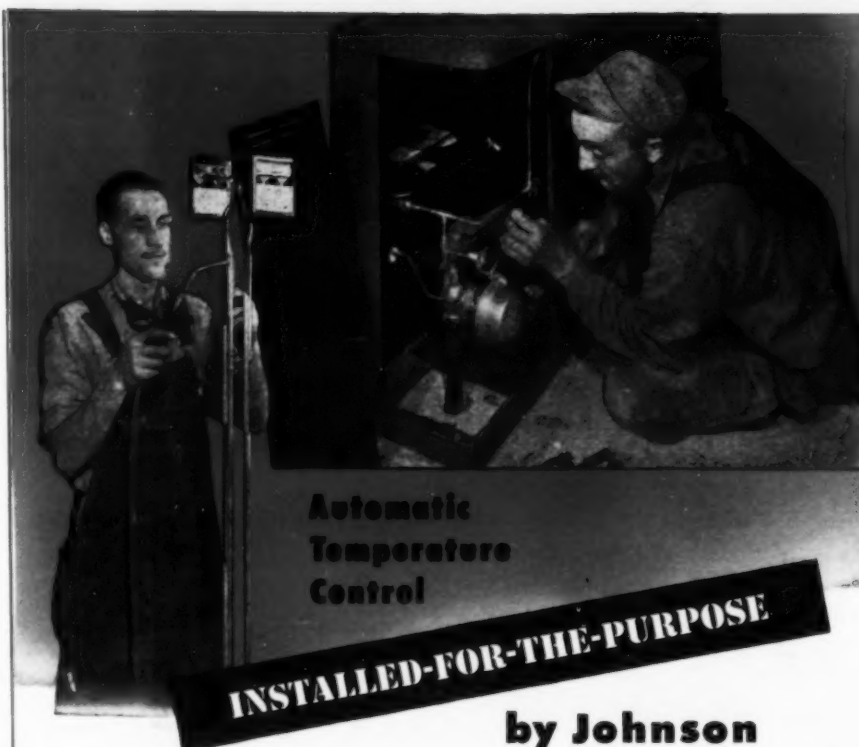
Benjamin Franklin Junior High School, Des Moines, Iowa—This modern building is divided into three control zones permitting heat in non-occupied sections to be reduced while occupancy temperatures are maintained in the balance of the building. One hundred fifteen Johnson *Dual Room Thermostats* completely control the temperature of each room automatically. Proper ventilation is provided by six systems.



High School, Great Neck, Long Island, N.Y.—Complete heating and ventilating control is obtained in this building by Johnson equipment. Johnson Room Thermostats control eighty-seven unit ventilators and over two hundred Johnson Valves. The ventilating system of the auditorium is also regulated by Johnson Controls.



Stemmers Run Junior High School, Stemmers Run, Md.—Johnson *Dual Thermostats* provide the answer for heating only occupied rooms without the necessity of separate mains. Seventy-five *Dual Thermostats* operating Johnson valves permit a suitable occupancy temperature in classrooms which are in use, while a reduced temperature is maintained in non-occupied rooms.



Going even further than manufacturing automatic temperature control equipment and planning each system for the exact purpose which it is to serve! Those activities are only two-thirds of the complete Johnson chain of responsibility. The final step is the *installation* of the apparatus, which also is done by members of the nation-wide Johnson organization. Installed-for-the-purpose, to fit each particular job!

A unique corps of Johnson mechanics does the installation work. The members of this distinctive group are stationed at strategic locations in each of the company-owned branch office territories, to carry out the instructions of the Johnson staff of branch managers and field engineers. Johnson mechanics are Johnson's own men, devoting their entire time to the specialized work which they have been trained to perform. They are temperature control craftsmen, with a practical background in the pipe-fitting trade.

To serve the best interests of users of Johnson automatic temperature control systems is the objective which is attained by the policy of a complete "chain of responsibility." Manufacturing—planning—installing! Undivided interest, from start to finish, is centered in one highly-specialized organization. And yet, there is full cooperation with consulting engineers who are retained by owners or their architects and with their heating and air conditioning contractors... Ask a nearby Johnson engineer for recommendations which will solve *your* temperature control problems. JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.



## Johnson

### *Automatic Temperature and Air Conditioning Control*

DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

# New Bus Tires!

## New Safety, Mileage Records!

**S**AFE, rugged, dependable and cost-reducing school bus tires are more important now than ever. Get Goodyears and you get tires that outperform others in their class for mileage, traction and safety.



### NEW HI-MILER RIB TREAD

**Provides premium performance at regular prices!** New flatter zig-zag tread means more road grip on traction wheels—gives extra-long, smooth-rolling service on front wheels.

### NEW HI-MILER XTRA TRED

**If you want super-mileage plus super-traction, specify Xtra Treds.** We believe they will outwear any other heavy tread tires made. Xtra Treds cost only 12½% more — give up to 50% more mileage!

### DOUBLE-DUTY ROAD LUG

**This remarkable dual purpose bus tire features a special tread design that provides maximum traction on unpaved roads as well as long, smooth mileage on the highway.**

# GOODYEAR

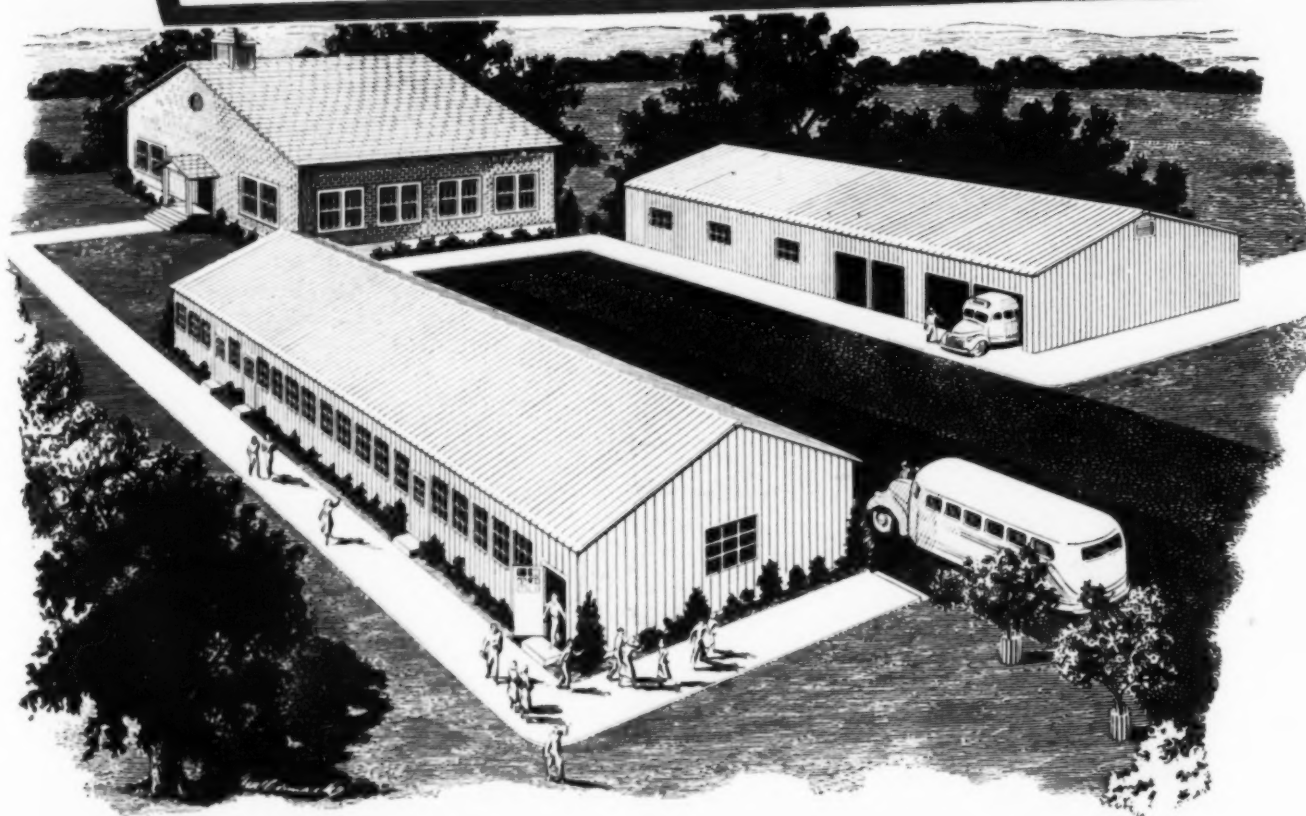
**MORE PEOPLE RIDE ON GOODYEAR TIRES THAN ON ANY OTHER KIND**

*We think you'll like "THE GREATEST STORY EVER TOLD" — Every Sunday — ABC Network*

*Hi-Miler, Xtra Tred, Road Lug — T. M. 's The Goodyear Tire & Rubber Company, Akron, Ohio*

**THE AMERICAN SCHOOL BOARD JOURNAL**, April, 1951, Vol. 122, No. 4. Published monthly by The Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wis.  
Entered as Second-Class Matter March 17, 1891, at the Post Office at Milwaukee 1, Wis., under Act of March 3, 1879. Subscription Price — In the United States, Canada, and countries of the Pan-American Union, \$3.00 per year. In Foreign Countries, \$3.50. Single copies, 35 cents.

## Safe, Low Cost Way to Add More Classrooms...



## ...BUTLER Steel Buildings

- Fire-safe . . . Weathertight.
- Low Initial Cost . . .  
Practically no maintenance expense.
- Easily insulated, and at low cost.
- Sturdy, long-life, bolted steel construction.

As classrooms . . . or to meet any school building need . . . Butler Steel Buildings save you up to 50% over the cost of conventional construction. And Butler Buildings are *permanent, fire safe* buildings you can use as classrooms for 20 to 30 years. Or, if community conditions change, Butler Buildings can be quickly, economically converted to other school uses. There's a wide range of sizes to meet your needs. Your inquiry is invited.



**BUTLER MANUFACTURING COMPANY**

Dept. SB24, 7311 E. 13th St., Kansas City 3E, Mo.

Galesburg, Ill.

•

Richmond, Calif.

•

Birmingham, Ala.

•

Minneapolis, Minn.





## HERE'S HOW TO MASTER SCHOOL LIGHTING PROBLEMS



**...insist on attractive,  
economical, glare-free Sylvania  
Fluorescent Fixtures**

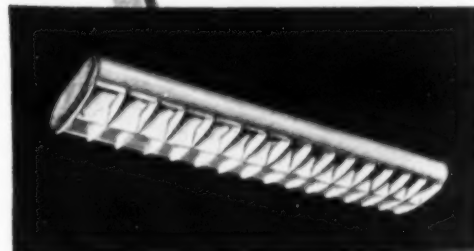
Anyway you look at it, Sylvania Fluorescent fixtures are ideal for school lighting.

Their soft, clear light provides a low surface brightness that protects children's eyes. The fixtures themselves are attractively designed to harmonize with modern school architecture.

*From an economy standpoint*, Sylvania fixtures are easy to install, and require a minimum amount of maintenance. Moreover, Sylvania fluorescent tubes are famous for their long life . . . the standard start types last 6 years or more in schools operating normal school schedules.

*Available in many types and styles.* Ask about Sylvania Fixtures for classrooms, school offices, corridors, and recreation rooms. Equipped with 2 or 4 tubes . . . standard or instant-start . . . louvered or full plastic shielded. The coupon brings you full particulars. Mail it NOW!

Note the clear, all-over lighting and the absence of shadows in this Atlanta, Georgia, schoolroom lighted with Sylvania Fluorescent Fixtures.



**CL-242.** This popular 4-foot Sylvania Fluorescent Fixture may be surface or pendant mounted . . . singly or in continuous rows. Chassis, reflectors and louvers finished in dust-resistant Miracoat white.



# SYLVANIA ELECTRIC

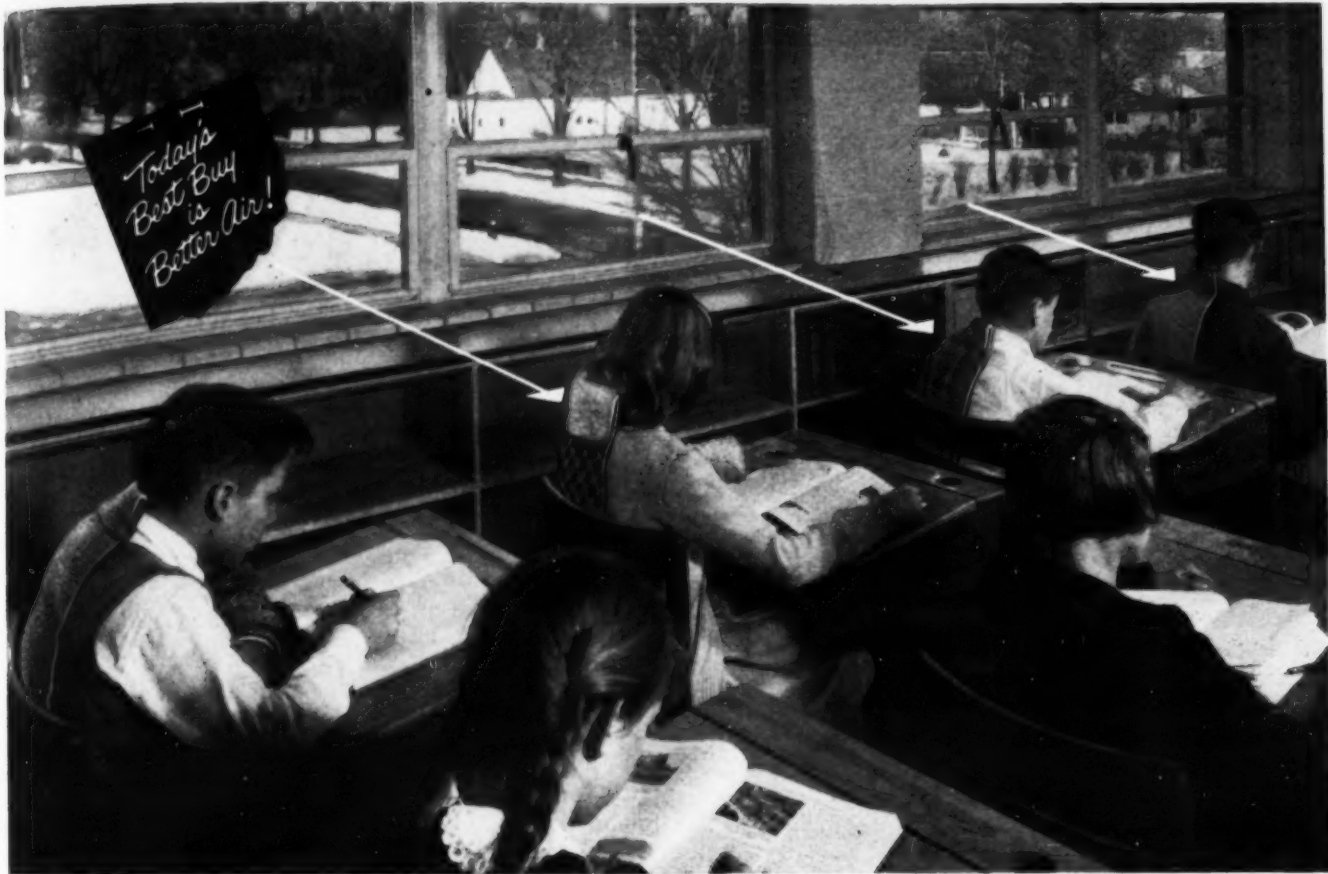
Sylvania Electric Products, Inc.  
Dept. L-5304, 1740 Broadway  
New York 19, N. Y.

Please send me illustrated folder describing  
Sylvania Fluorescent Fixtures for modern  
schools.

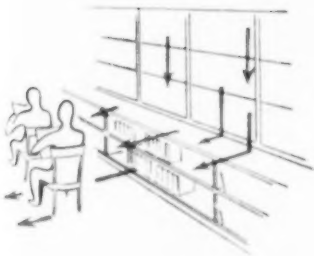
Name \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

FLUORESCENT TUBES, FIXTURES, SIGN TUBING, WIRING DEVICES; LIGHT BULBS; RADIO TUBES; TELEVISION PICTURE TUBES, ELECTRONIC PRODUCTS, ELECTRONIC TEST EQUIPMENT; PHOTOLAMPS; TELEVISION SETS

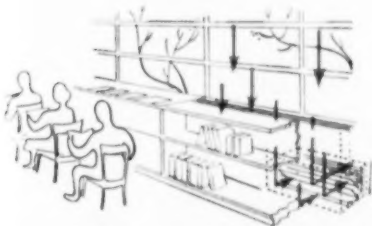
# WHY GIVE STUDENTS THE "COLD SHOULDER"



when **DRAFT STOP** gives friendly comfort



USED TO BE drafts and chill air were part of ventilation. Above you see the usual air flow as it sweeps dangerously over pupils.



NOW YOU SEE how DRAFT STOP prevents drafts and cold rushes of air before they start. No school can be called "modern" unless the DRAFT STOP System is in service.

WHEN the chill and cold of drafts from large window areas sweep into a classroom, children are given an unhealthful, discomforting cold shoulder. Don't continue to ignore impaired study habits and health hazards. The new DRAFT STOP System, engineered by Herman Nelson, puts a stop to drafts before they start.

For automatically controlled temperature, free of drafts, specify DRAFT STOP in your new school. Remember, there is nothing like DRAFT STOP—the first fundamental improvement in classroom ventilation in over 20 years. Request our new illustrated folder giving complete data. Write. Dept. AJ-4.

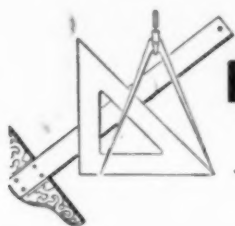


**HERMAN NELSON**

Division of AMERICAN AIR FILTER COMPANY, INC.  
PLANTS IN MOLINE, ILLINOIS AND LOUISVILLE, KENTUCKY



Handsome, knock-resistant maple Weldwood Plywood storage cabinets, in natural finish, add much to this room's attractiveness, yet achieve completely the functional end desired.



## Planning a new school?

*...or modernizing your present one?*

### Check these practical ideas from the new Greenville School in Scarsdale, N. Y.

Why are school architects making more and more use of Weldwood Plywood?

This Scarsdale school, designed by Moore & Hutchins, tells part, yet not all, of the story.

These architects selected Weldwood hardwoods for closets and cabinets. In this way, they created furniture which is "tops" in carefree service and also extremely attractive in appearance.

Built-ins are but one of the ways in which this genuine wood paneling is being used in school construction and remodeling.

With Weldwood, you can have classrooms, auditorium and corridors panelled in beautiful hardwoods at sur-

prisingly low cost. And, once installed, Weldwood walls require virtually no maintenance... no periodic redecorating. Weldwood Plywood is guaranteed for the life of the building in which it is installed.

In new construction, Weldwood Plywood can be applied directly to the studding. For redecorating, the large panels go up fast and easily right over existing walls... even over cracked, unsightly plaster.

Whether you build or modernize, make certain that in your planning, your architect calls for a liberal use of Weldwood Plywood... the quality standard of the industry.



Open clothes closets lining both halls are of birch Weldwood, painted gray. This beautiful hardwood plywood is often given natural finish.

All architectural millwork is by Sanford Woodworking.



## WELDWOOD Plywood

Manufactured and distributed by

**UNITED STATES PLYWOOD CORPORATION** New York 18, N. Y.

and **U. S.-MENGEL PLYWOODS, INC.**, Louisville 1, Ky.

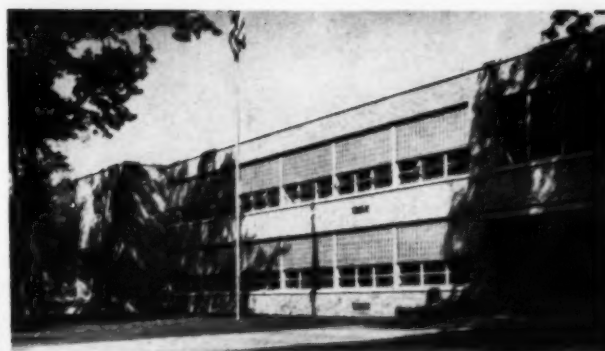
Branches in Principal Cities • Distributing Units in Chief Trading Areas • Dealers Everywhere



THESE interior and exterior views of the new Central School, Wilmette, Illinois, show how effectively the PC Vision-Lighting Plan is used as an integral part of the architectural scheme. This plan is equally effective in modernization programs. The Soft-Lite® Prism Glass Blocks installed here provide abundant daylighting, softly diffused and scientifically directed. They make possible sizable operating economies, too. Architects: Childs & Smith, Chicago, Ill.

The PC Vision-Lighting Plan is a construction for daylight openings consisting of orientation-keyed areas of PC Functional Glass Blocks (selected for sun or non-sun exposure) used with vision-ventilation areas as required.

\* T.M. Reg. Applied for.



## IMPROVED DAYLIGHTING ...with PC Functional Glass Blocks benefits pupils and staffs

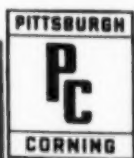
● Repeated demonstrations have proved that there is less tension and visually related fatigue among pupils and teaching staffs, when PC Functional Glass Blocks are utilized for daylighting classrooms and other areas where critical seeing tasks are performed. School authorities all over the country are fully aware of the importance of these glass blocks in helping to achieve the "co-ordinated classroom"—wherein a learning environment is provided, keyed to the development of the whole child.

PC Functional Glass Blocks are scientifically designed to admit daylight in the quantity and quality most useful and comfortable. In classrooms, for example, they divert incident daylight to the reflecting ceiling, from whence it is diffused and distributed evenly over the entire area.

What is more, PC Glass Blocks—functional and decorative—effect a number of economies in school operations.

They seldom require repairs or replacements. They eliminate wood and metal sash, so there is nothing to rot, decay, rust or corrode; no necessity for periodic painting and puttying. They reduce cleaning costs, for there are no small, individual panes to wash. In fact, normal rainfall and routine maintenance will preserve their high light transmittance. And, having more than twice the insulating value of ordinary single-glazed windows, they cut heating and air-conditioning costs.

For complete information on the benefits of PC Glass Blocks and what they can do in your school, why not fill in and return the convenient coupon?



**GLASS BLOCKS**  
*The mark of a modern building*

Pittsburgh Corning Corporation  
Dept. K-41, 307 Fourth Avenue  
Pittsburgh 22, Pa.  
Without obligation on our part, please  
send us a FREE copy of your booklet on  
the use of PC Glass Blocks in schools and  
other public buildings.

Name.....

Address.....

City.....

State.....

Distributed by Pittsburgh Plate Glass Company; by W. P. Fuller & Co. on the Pacific Coast, and by Hobbs Glass Ltd. in Canada.

# TESTS PROVE.. POWERS



**ONLY ONE MOVING PART**—Powerful thermostatic motor assembly is easily accessible from the front. Simple and durable construction insures long life and minimum of maintenance.

## STANDARD TESTS

Federal Government Specifications (WW-P-541a) require that thermostatic water mixing valves be tested under conditions specified below:

### Pressure Changes in Hot and Cold Water Supplies

- 50% Increase in pressure
- 50% Decrease in pressure
- Failure of Cold or Hot Water Supply

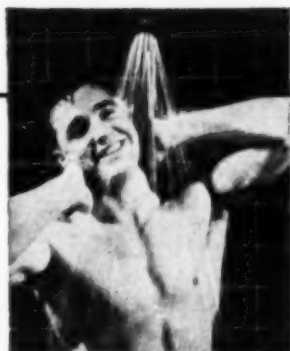
### Temperature Rise in Hot Water Supply

- 100° rise in temperature of hot water supply from 125 to 225°F

**If You Test  
Various Water Mixing Valves  
by the above conditions . . .  
you will find that  
POWERS Type H  
THERMOSTATIC WATER MIXERS  
Will Out-perform  
All Other Mixers**

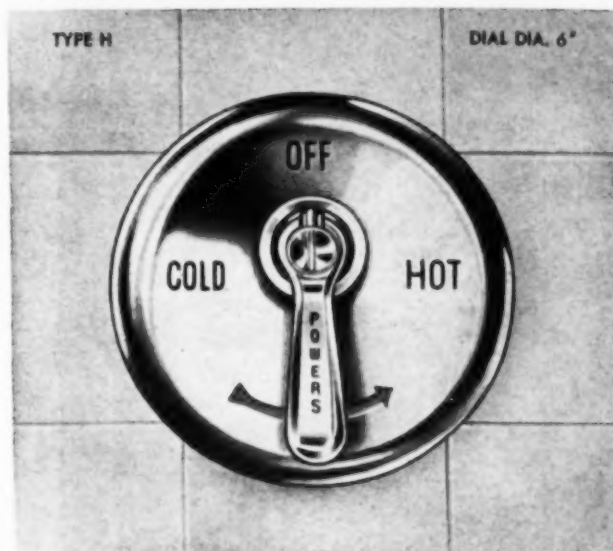
**Note** that Government test specifications include **TEMPERATURE** rise. Pressure actuated mixers do not safeguard shower users against this danger.

## "The BEST Showers



**are regulated by POWERS"**

**THERMOSTATIC SHOWER MIXERS**  
**Give SAFEST Control Obtainable**



● Proof obtained from tests described at left will show that no other *thermostatic* or *pressure actuated* shower mixer provides the greater safety insured by a Powers Type H Mixer.

In 1923 POWERS pioneered with the first pressure actuated type mixer which has been obsoleted by our far superior Type H Thermostatic Mixer. Its powerful quick acting thermostatic motor gives the most accurate control obtainable regardless of *pressure* or *temperature* changes in water supply lines.

When only one shower accident may cost many times more than POWERS mixers, why risk being "half-safe" with less than the safest mixer made?

(TH)

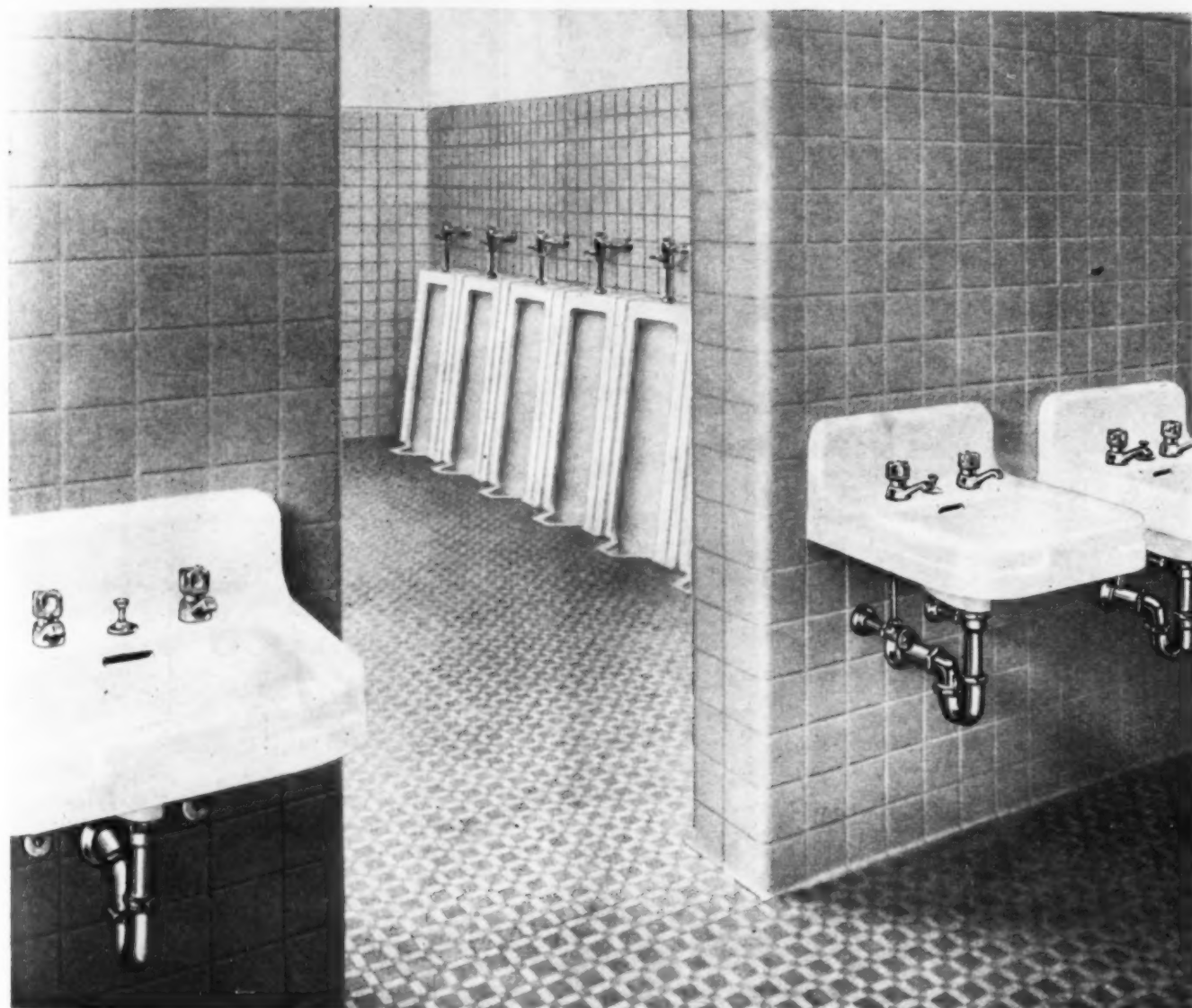
## THE POWERS REGULATOR CO.

OFFICES IN OVER 50 CITIES • SEE YOUR PHONE BOOK

*Over 58 Years of Water Temperature Control*

CHICAGO 14, ILL., 2743 Greenview Ave. • NEW YORK 17, N. Y., 231 E. 46 St.  
LOS ANGELES 5, CAL., 1808 W. 8th St. • TORONTO, ONT., 195 Spadina Ave.

# **THE PREFERRED SCHOOL PLUMBING**



at **Salpointe Catholic High School, Tucson, Arizona**



**TERRY ATKINSON, Tucson**  
ARCHITECT

**E. SAMUEL GERCKE, Tucson**  
GENERAL CONTRACTOR

**STIGERS PLUMBING & HEATING CO., Tucson**  
PLUMBING CONTRACTOR

Here again the popular Crane *Rhodile* lavatory of durable porcelain enameled cast iron with a 6-inch high back to protect the wall. *Victor Magiclose* faucets (with replaceable cartridge) close automatically to save water, reduce maintenance. Crane *Sanitor* urinals promote sanitation with their slope front and anti-splash rim. Available in acid-resisting vitreous china or Crane *Duraclay*.

For everything in school plumbing, see your Crane Branch, Crane Wholesaler, or Local Plumbing Contractor

# CRANE

CRANE CO., GENERAL OFFICES:  
836 S. MICHIGAN AVE., CHICAGO 5

VALVES • FITTINGS • PIPE •  
PLUMBING AND HEATING

SCHOOL BOARD JOURNAL for APRIL, 1951



# Here comes Trouble!

**Boys will be Boys...  
so Doors should be  
WELDWOOD!**



When normal young boys want "out" after school, it's "Gangway!" Feet fly... elbows swing... hands push. Pretty tough on doors sometimes.

And what does this call for? Weldwood Flush Doors!

Weldwood Flush Doors have everything your school needs.

**DURABILITY**—there's *no doubt* about the ability of Weldwood Doors to "take it."

**APPEARANCE**—their beautiful hardwood faces put Weldwood Doors at the head of the class.

**FIRE RESISTANCE**—both the Weldwood doors described at the right are highly fire-resistant and heat-resistant. The Weldwood Fire Door carries the Underwriters' Label.

**PERFECT BALANCE**—freedom from warpage. Will not stick or jam.

In fact, no other school doors on the market offer you so many advantages. Always specify WELDWOOD.

**THE WELDWOOD FIRE DOOR** carries Underwriters' Label for all Class B and C openings. Has incombustible Kaylo\* core with special construction and fire-proofed edge banding. Standard flush faces are handsome birch veneers. Wide variety of other fine hardwood faces available on special order. Safe. Beautiful. Maximum durability. Dimensionally stable. Easily-manageable.

**THE WELDWOOD STAY-STRATE DOOR** is similar to the Weldwood Fire Door, but the edge banding is not fireproofed. Recommended for use where a labeled door is not specified, but where fire resistance is a desirable advantage. Same wide variety of beautiful hardwood facings.

\*Reg. Trademark, Owens-Illinois Glass Co.

United States Plywood Corporation carries the most complete line of flush doors on the market including the famous Weldwood Fire Doors, Weldwood Stay-Strate Doors, Weldwood Honeycomb Doors, Mengel Hollow-core Doors, Mengel and Algoma Lumber Core Doors, 1 $\frac{3}{8}$ " and 1 $\frac{3}{4}$ " with a variety of both foreign and domestic face veneers.



## WELDWOOD FLUSH DOORS

Manufactured and distributed by

**UNITED STATES PLYWOOD CORPORATION**

55 West 44th Street, New York 18, N. Y.

Branches in Principal Cities • Distributing Units in Chief Trading Areas

Dealers Everywhere

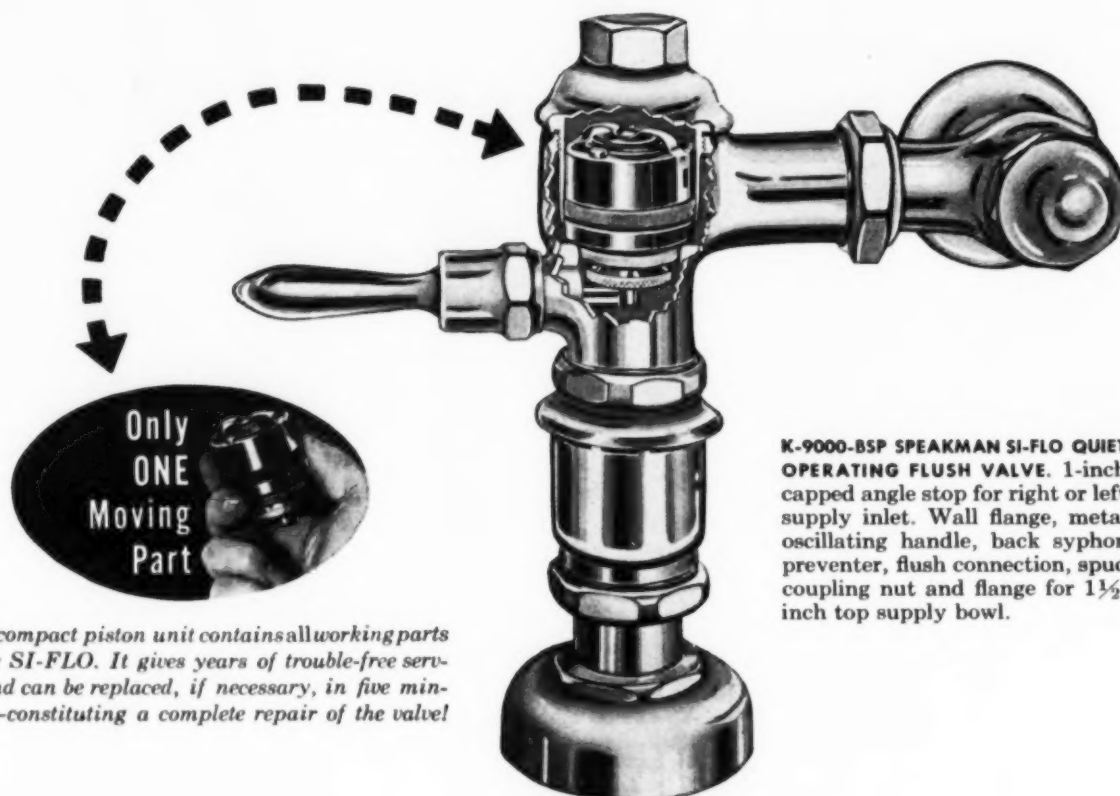
**No Hammer . . .**

**No Roar . . .**

**No Rumble . . .**

## **IN SPEAKMAN *Si-Flo* FLUSH VALVES**

**. . . the logical choice for all types of installations**



**K-9000-BSP SPEAKMAN SI-FLO QUIET OPERATING FLUSH VALVE.** 1-inch capped angle stop for right or left supply inlet. Wall flange, metal oscillating handle, back syphon preventer, flush connection, spud coupling nut and flange for 1½-inch top supply bowl.

*This compact piston unit contains all working parts of the SI-FLO. It gives years of trouble-free service and can be replaced, if necessary, in five minutes—constituting a complete repair of the valve!*

### **• Quiet Operating**

Even under supply pressures as high as 100 lbs. per square inch, it remains quiet throughout long operating life. It does away with hammering, knocking, line throttling and closing noises that are embarrassing annoyances.

### **• Easily Installed**

Adjustable threaded connection between valve body and stop lowers the cost of installation—permits ⅜" plus or minus (¾" overall adjustment) against regular roughing-in of 4¾ inches.

### **• Easily Serviced**

The patented, long-wearing piston unit—the trouble-free heart of the valve—may be replaced—if necessary—in less than five minutes. No need to have this flush valve inoperative for hours.

There's a *Si-Flo* Flush Valve for every type of installation. For complete information, see your regular plumbing supplier or send for our booklet S-4 or consult our General Catalog S-46.

*In Our Eighty-second Year*  
**SPEAKMAN**  
SHOWERS AND FIXTURES

SPEAKMAN COMPANY, WILMINGTON 99, DELAWARE

**GOOD TIP FOR**

*Students...*



**...increase their typing skill  
with extra practice at home...**

**Simply rent an Underwood  
Standard Office Typewriter**

*(MANUFACTURER'S LATE MODEL)*

**...at very modest cost  
per month!**

Practice at home should easily add 25 per cent to their typing efficiency and speed . . . judging from the experience of many successful students.

They'll gain those needed extra hours of typing by renting an Underwood . . . the same type of machine they use in school, and most likely will use in their future office typing.

Get the most out of your typewriting course. Ask your local Underwood sales office for full rental information concerning . . . **SPECIAL RENTAL RATES TO STUDENTS.**

Do it today . . . so your students will lose no time in ranking high in their class work.



**Underwood Corporation**

Typewriters . . . Adding Machines . . . Accounting  
Machines . . . Carbon Paper . . . Ribbons

**One Park Avenue      New York 16, N. Y.**

Underwood Limited, 135 Victoria Street  
Toronto 1, Canada

*Sales and Service Everywhere*

**Rent from Underwood . . . TYPEWRITER LEADER OF THE WORLD**



# THE AMERICAN School Board Journal

## *A Periodical of School Administration*

VOL. 122

NO. 4

*April*  
*1951*

Published on the first day of the month  
by THE BRUCE PUBLISHING COMPANY,  
400 North Broadway, Milwaukee 1, Wis-  
consin • CENTRAL OFFICE: 20 North  
Wacker Drive, Chicago 6, Ill. • EASTERN  
OFFICE: 225 Broadway, New York 7, N. Y.

Copyright, 1951, by the Bruce Publishing Company. —  
All rights reserved. Title registered as Trade Mark  
in the United States Patent Office. Entered as Sec-  
ond-Class Mail Matter, March 17, 1951, at the Post  
Office at Milwaukee, Wisconsin, under the Act of  
March 3, 1879. • SUBSCRIPTIONS. — In the United  
States and Possessions, \$3.00 per year. In Canada and  
countries of the Pan-American Union, \$3.00. In  
Foreign Countries, \$3.50. Single copies, not more than  
three months old, 35 cents; more than three months  
old, 50 cents. Sample copies, 25 cents. • DISCON-  
TINUANCE. — Notice of discontinuance of subscrip-  
tion must reach the Publication Office in Milwaukee,  
at least fifteen days before date of expiration.  
• CHANGE OF ADDRESS. — When you have a  
change of address kindly report it to us at once.  
Send us your old as well as your new address and be  
sure the Postmaster is notified. New Postal Regula-  
tions restrict service on magazines to be forwarded to  
you to two issues only. • EDITORIAL MATERIAL.  
— Manuscripts and photographs bearing on school ad-  
ministration, superintendence, school architecture, and  
related topics are solicited and will be paid for upon  
publication. Contributions should be mailed to Mil-  
waukee direct, and should be accompanied by stamps  
for return, if unavailable. Open letters to the editor  
must in all cases contain the name and address of  
the writer, not necessarily for publication, but as  
evidence of good faith. • The contents of this issue  
are listed in the "Education Index."

### CONTENTS

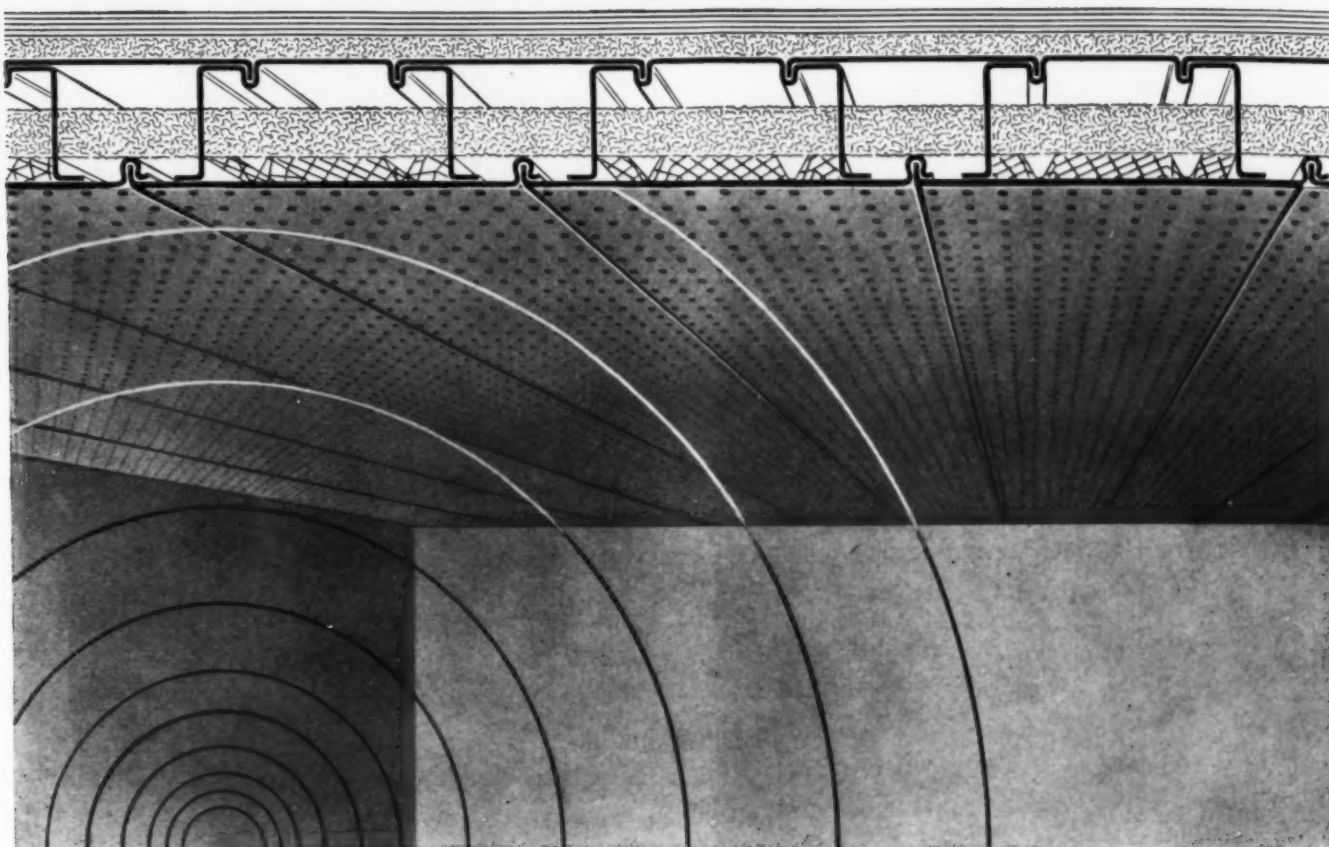
Principles of Composition for the State Board of Education	Fred Swalls	15
A Study of School Board-Administrator Relationships	Charles Hines	17
Practical Problems of School Lunch Management	Elsie Maxwell	20
East or West—Home's Best	Joseph Quimby	22
Easing Administrative Worries	Brice Durbin	23
A Three-in-One Gymnasium	O. R. Barkdoll	26
Provision for Education in Our Defense Economy	Elaine Exton	29
A Summary of the Minneapolis School Strike	L. E. Leipold	31
A New School District Is Born	James W. Dent and Ferd. J. Kiesel	33
School Exemptions in New York State	Robert A. Van Auken	36
Vigorous Convention Emphasizes Growing Influence of National and State School Boards Associations	Edward M. Tuttle	37
A Complete Elementary School	Paul R. Brown	41
Community High Dedicates New Buildings and Grounds	Clyde W. Blanke	46
Student Government Day in Downsview Central School	Robert F. Penrose	50
How New York Tests New School Equipment	Mark Price	52

### EDITORIALS:

The Oglesby Case	40
Keep On Building Schoolhouses	40
School Board Rules	40

### DEPARTMENTS:

School Law	54
School Building News	57
Personal News	60
School Administration News	64
New Publications for School-Business Executives	69
School Board News	75
Teachers and Administration	78
School Finance and Taxation	82
New Supplies and Equipment	86
After the Meeting	87



## Ceiling, Silencer, Floor or Roof — One Economical Package

It soaks up sound. It's structural material. It's ceiling and subfloor—or ceiling and roof. It's incombustible. You can smack its perforated bottom . . . or paint it . . . without hurting it, or its acoustical efficiency, a bit.

It's the new Fenestra\* Acoustical "AD" Building Panel with a sound reduction coefficient of 0.80! Speedily and easily erected, these long-span panels are going into plants, schools, theaters, churches, hospitals, stores all over the country . . . because they save time, labor, materials and money. They're another standardized Fenestra Product engineered to cut the cost of building.

### HERE'S A BRIEF DESCRIPTION OF THE FENESTRA "AD" PANEL PACKAGE:

**Size:** 6' to 24' long, 16" wide, 3", 4½", 6" and 7½" deep. 16 to 13-gage USS Steel.

**Elements:** Cellular panel.

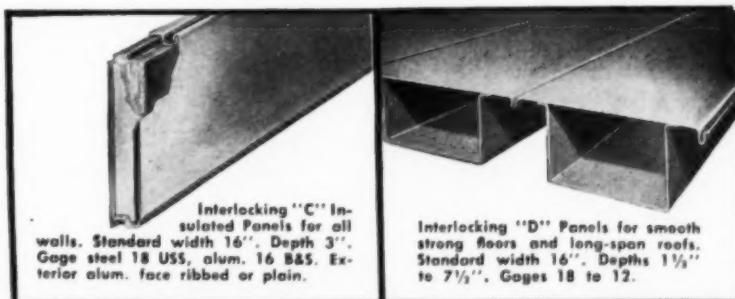
⅛" holes, 946 per square foot, in bottom surface. Wire-chair insulation support. 1" thick, 4¼-lb. density glass fibre sound insulation, coated one side. 16-gage cover plates for top.

Fenestra has made similar acoustical-structural products for 20 years and is a member of Acoustical Materials Assn.

Send coupon for specifications, load tables, installation details, etc. Or call your Fenestra Representative (listed in yellow pages of phone book).

\*Trademark

*Fenestra* **PANELS • DOORS • WINDOWS**  
*engineered to cut the cost of building*



Interlocking "C" Insulated Panels for all walls. Standard width 16". Depth 3". Gage steel 18 USS, alum. 16 B&S. Exterior alum. face ribbed or plain.

Interlocking "D" Panels for smooth strong floors and long-span roofs. Standard width 16". Depths 1½" to 7½". Gages 18 to 12.

DETROIT STEEL PRODUCTS COMPANY  
Building Panels Division  
Dept. AS-4, 2256 E. Grand Boulevard  
Detroit 11, Michigan

Please send me, without obligation, information on Fenestra Building Panels.

Name \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_

# Principles of Composition for THE STATE BOARD OF EDUCATION

*Fred Swalls\**

The principles discussed here have reference to the composition of general state boards of education. Such boards may be defined as boards which have authority and responsibility for the administration of elementary and secondary education.

A principle is a guide to action which has grown out of theory and practice or experimentation. Sometimes the principle may grow out of theory and then be tested by practice or experimentation. A principle is not infallible. It is subject to all the fallacies incurred in its development, but it represents the best guide at hand at the time.

Composition as used here means the number of members on the board, the method of selecting members, the types of members — lay or professional — length of term, and compensation for service rendered.

## Reasons for Importance

The composition of a state board of education is of great importance to the educational system of any state. Too many members make the board unwieldy, while too few members provide inadequate representation of the people. Poor representation also results when membership of the board is drawn from one economic or occupational stratum of society. Politics may enter into the selection of board members, or individuals may seek to become members of the board because of the salary accompanying the office.

**Principle 1.** *The membership of a state board of education should be representative of the general public.*

An analysis of the literature reveals considerable agreement among authorities as to whether a state board of education should be composed of lay or professional members. Chase and Morphet hold that best practice tends toward a board of public-spirited citizens who represent the general public interest and are not professional educators.<sup>1</sup> The point of view presented by Chase and Morphet is typical of that found among the authorities on state school administration.

If educators are members of the state board, there is danger that they will represent vested interests. It is not necessary that there be trained school workers on the board because it is the function of the board to reject or adopt policies when they are presented by the chief state school official. Policies that are presented by the chief state school official should be deliberated upon by the board, and the board should represent the feeling of the general public on the proposed policies in such deliberation.

There is evidence that professional boards tend to reduce the power of the school administrator, because such board members feel that they know as well as or better than the superintendent how to do the work that the superintendent and his staff should do.<sup>2</sup>

## Educators Face Difficulties

Educators sometimes are at a disadvantage as members of a state board when

they propose a policy which in all respects appears to be sound from an educational point of view. Certain minority groups working close to the state board often oppose such a policy simply because a group of educators have presented it. To such groups, any policy set forth by a board of professional educators may be interpreted as motivated by selfish, professional reasons.

Attitudes of a few leaders at the state level will become extended and magnified through organization or pressure-group channels to the grass roots. The people at the grass roots usually do not examine the attitudes of their leaders for validity and fairness. They just accept them.

**Principle 2.** *The number of members on a state board of education should be large enough to represent the public and small enough so that the board will be workable.*

Various studies have shown that the majority of state boards are relatively small. This condition in practice is consistent with theory. The average number of members per board in 1949 was approximately nine, while the most common number of members per board was found to be seven.<sup>3</sup> In 1950, the number of members per board ranged from 3 in Mississippi and Oregon to 21 in Texas.<sup>4</sup>

The size of the state in both geographic area and population may ultimately determine the number of members on the state board of education. Each state will arrive at its own solution to the problem in the

<sup>1</sup>The Council of State Governments, *The Forty-Eight State School Systems*, Chicago, 1949, p. 49.

<sup>2</sup>Cocking, W. D., and Gilmore, C. H., *Organization and Administration of Public Education*, Staff Study No. 2, Advisory Committee on Education, U. S. Government Printing Office, Washington, D. C., 1938, p. 73.

<sup>3</sup>The Council of State Governments, *op. cit.*, p. 38.

<sup>4</sup>Keesecker, Ward W., *State Boards of Education and Chief State School Officers: Their Status and Legal Powers*, Federal Security Agency, Office of Education, Bulletin 1950, No. 12, p. 10.

\*Associate Professor of Education, Indiana State Teachers College, Terre Haute, Ind.



light of several factors. The state's population and geographic area are highly important.

Regardless of all other considerations, the state board of education must be a body that can get work done. From the superintendent's point of view, a large board often proves to be unwieldy and the committee system is resorted to for the sake of efficiency. When the committee system is used, the board may make decisions that too often derive from respect for the personalities of committee members rather than from respect for the facts involved.

### Small Boards Are Dangerous

When the board is small, less than seven members, there is danger that the people will not be represented adequately. The legislature creates the board to be responsible for the state system of public education, and if this function is fulfilled satisfactorily the people must be represented.

Usually basic state educational policy is enacted into law by the legislature and the legislature then delegates to the state board of education the authority and responsibility for administering the law. The authority and responsibility delegated to the board is prescribed by law and limited in the same way. Two court cases in Indiana have shown that the Indiana State Board of Education was limited in the adoption of textbooks by statute.<sup>5</sup> When the board is created by statute, its actions are limited by the language of the statute or limitations implied in the statute.

The problem of representation is one in which the people have been represented on the basic policy (school laws) and in which they are to be again represented in administering those laws. This is as it should be, because in administering the laws, the board is frequently authorized to adopt rules and regulations in order to implement the laws. Such rules and regulations when properly promulgated have the effect of law, and it is in this procedure that the lay public has a right to be represented and protected. The thing to be guarded against is the loading of the board with persons from any one occupational group or economic stratum of society. A group of professors engaged in teacher training is likely to overemphasize course requirements for the training of teachers if that group, while on the state board, is authorized to set certification standards for teachers.

It is well that board members be elected from different geographic locations in the state but not from predetermined districts. Not that this should be the foremost factor in determining selection, but it is certainly a factor that cannot be ignored in seeking fair representation.

Adequate representation may work against the principle that the board should be small enough to be workable. Obtaining a representative and a workable size is not an easy problem.

*Principle 3. Members of a state board of education should serve long, overlapping terms of office to provide for continuity of policy.*

The length of term that state board members should serve is not entirely agreed upon in practice or in theory. In 1949, half of the states having state boards of education prescribed terms of five years or longer.<sup>6</sup> The trend is in the direction of terms four years in length or longer. Research has shown also that most states provide overlapping terms for their board members.

### Overlapping Terms Proposed

Long, overlapping terms make for continuity of policy. Some authorities recommend that the number of years of the term be identical to the number of members on the board and that one new member be seated on the board each year. It takes some time for members to become familiar with the duties of the office. Terms of less than four years seem to be too short for the proper education of new members. Long overlapping terms may be one safeguard against unscrupulous politicians who would load the board with political stooges.

*Principle 4. The governor should appoint members to the state board of education.*

There is a difference of opinion in the literature as to how members of a state board of education should be selected. Recent legal changes reflect a tendency to the selection of state board members by popular vote. At present, state boards of education consist of either (1) ex officio members; (2) elected members; (3) appointed members; or (4) some ex officio members plus some appointed or elected members. There has been a decline in the number of boards having ex officio membership. In 28 states, the governor at present appoints half or more of the members to the state board.<sup>7</sup>

### Appointment by Governor

Appointment by the governor is often criticized because it permits excessive concentration of power. This criticism is hard to justify since the governor is responsible to the people. When board members are appointed by the governor, the members are responsible directly to him to carry out the responsibilities of the office. Board members elected by popular vote on a nonpartisan ticket may feel responsible to no group or individual. It is possible to

foresee a deadlock over proposed school legislation when an elected board attempts to introduce bills which are foreign to the platform of the party which elected the governor. Some people would place the importance of the state board of education on a par with that of the governor. Under such conditions serious conflicts may develop between the board and the governor. If the state board is to fulfill its obligation to propose needed school legislation, it must have the help and confidence of the governor and the legislature to succeed in getting the legislation passed.

Individuals who are sincerely interested in public education and who are competent to exercise good leadership are reluctant to subject themselves to the vicissitudes of an election, be it partisan or nonpartisan. The governor of a state is much more likely to prevail upon able citizens to accept an appointment than to run for office in a public election.

From polling the opinions of members of state boards of education in forty states in 1940, McKendree found that a majority of the members themselves favored the gubernatorial appointment as the method of selecting state board members.<sup>8</sup>

There is evidence in some local school systems to show that the most cunning and vicious kinds of politics are at work in the schools behind the screen of a nonpartisan, elected board of education. Unless a special election is called for in the election of board members, only a small portion of the electorate will vote for names on a nonpartisan ballot. This is true in some instances whether voting is done by ballot or machine.

It must be remembered that many of our most astute politicians are not in public office and never will run for such an office. They wish to remain incognito. These men find it much easier to control an election which is not of general interest to the public. Nonpartisan elections are hidden by the fuss of a partisan election if both are held at the same time. It is difficult for the state to have a special election for school board members because of the extra cost. When such conditions exist in the election of local school board members on the nonpartisan ballot, why should we assume that different conditions will prevail in a state-wide election? As long as we have public education there will be politics in its administration. The best that we can hope for is to reduce politics as much as possible and to provide few conditions which will shield political actions of an undemocratic nature.

*Principle 5. Compensation for service on the state board of education should be such that individuals will not seek membership because of the salary.*

The general practice among the various  
(Concluded on page 81)

<sup>5</sup>Clark v. Haworth, 122 Ind. 462, 23 N.E. 946 (1890); Silver Burdett and Co. v. Indiana State Board of Education, et al., 35 Ind. App. 438 (1905).

<sup>6</sup>The Council of State Governments, *op. cit.*, p. 38.

<sup>7</sup>Keesecker, Ward W., *op. cit.*, pp. 9-12.

<sup>8</sup>McKendree, E. Wallis, *The Composition of State Boards of Education in the United States*, doctor's thesis, Temple University, Philadelphia, 1941, pp. 83-84.

## A STUDY OF

# School Board-Administrator Relationships

The Development of the Eugene, Oregon, Superintendency, 1891-1944

Clarence Hines

### PART III—THE INSTRUCTIONAL PROGRAM AND PROFESSIONAL PERSONNEL

Matters affecting the instructional program involve chiefly the curriculum and pupil personnel. Actions and policies of the Eugene, Ore., school board between 1891 and 1944 indicate that it was in this area that the superintendent's leadership was first recognized and where much of the responsibility was his from the earliest years of this study. Early superintendents were first of all teachers. The board looked to them to determine what books should be used, what should be taught and how, and the management or discipline of the pupils.

#### Selection and Adoption of Texts

The superintendent shared with the board members or board committees the responsibility for selecting the textbooks to be used but the responsibility for their adoption rested with the board, subject to state law. He was made a party to textbook selections as early as 1895<sup>1</sup> and continued so throughout the years. Most of the entries in the minutes of the Eugene school board indicate that the superintendent was responsible for the purchase of both texts and reference books. From 1891, when \$11.80 left over from the "closing exercises of the last term" was turned over to the superintendent to purchase "suitable books" for the library, to 1935, when a later superintendent was authorized to spend \$750 for supplementary readers which he had recommended, textbook selection and purchase was a recognized function of the superintendent's office.

#### Courses of Study

Approval of courses of study, or revisions in existing courses, was a matter for school board action as early as 1896 and continued to 1942 when a core curriculum program was approved.<sup>2</sup> The board was required from time to time to justify to

taxpayers the addition of courses as it did in 1913 when the chairman called attention to the fact that rising school costs were not due to increased enrollment but to "the new and more complex school demanded."<sup>3</sup> The addition of a high school chemistry course in 1926 required a petition with the names of 400 high school students, the recommendation of 26 members of the University of Oregon faculty, and a special vote at the annual school election approving the course 984 to 532.<sup>4</sup> Criticism of the curriculum occurred as early as 1907 when it was noted that the superintendent had instructed the teachers to "bear down heavily on the 'three R's' as the subject of spelling has been badly neglected in all public schools for years."<sup>5</sup>

Curriculum development was first noted in Eugene schools in 1898 when the superintendent informed the board that a new manual and course of study was being prepared.<sup>6</sup> It was stated by the superintendent in 1916 that his office had prepared "a course of study adapted to the Eugene schools," one "designed particularly to meet our local conditions."<sup>7</sup> He was credited by a local editor with developing a "novel plan" for determining the contents of the arithmetic course when he asked 100 businessmen what they thought ought to be taught.<sup>8</sup> Teacher committees were appointed to work on course of study revision in 1929,<sup>9</sup> and a curriculum planning committee marked the advent of the modern era in 1937.<sup>10</sup>

#### Pupil Personnel

From the expulsion of a student in 1891 to the whitewashing of the high school principal in 1926, discipline in the Eugene schools was a matter of frequent and important concern to the board and the superintendent. The fact that he had a reputation as a "good disciplinarian" was an

important consideration in the hiring of a superintendent. To the credit of the school boards which served the district, it must be said that rare indeed was the occasion when they failed to sustain and support their administrators and teachers in matters of discipline.

Severe corporal punishment was common in the early years and expulsions were frequent. In 1893 the board adopted a resolution indicating that the "methods and practices of discipline pursued" by the superintendent were "sanctioned, supported and approved."<sup>11</sup> At a time in 1925 when the board was managing almost every other aspect of school administration, it voted to leave the matter of smoking on the school grounds and cutting classes to the superintendent and his staff for action.<sup>12</sup> Only one superintendent lost his position over a matter involving too severe punishment.

Board action in discipline matters originated with the superintendent, either by his recommendation to the board or by board action to sustain him in handling a particular case. Action in the early years almost always involved individuals whereas in later years it was almost entirely with groups. In 1926 the board took the case involving the whitewashing of the high school principal into its own hands for settlement but at the same time voted unanimously to sustain action of the superintendent and principal in suspending the guilty students.<sup>13</sup> In more recent years the handling of discipline matters seldom proceeded beyond the point at which the superintendent notified the board, as required by law, of the suspension of a student.

#### School Routine

It was customary during much of the period covered by this study for the board to approve, on recommendation of the superintendent or principal, the awarding of diplomas or certificates to students completing the eighth grade or high school. After 1915 such action was almost always

<sup>1</sup>*Ibid.*, June 6, 1913.

<sup>2</sup>*Minutes*, June 14, 1926.

<sup>3</sup>*Eugene Register*, November 8, 1907.

<sup>4</sup>*Ibid.*, September 9, 1898.

<sup>5</sup>*Minutes*, June 9, 1916.

<sup>6</sup>*Eugene Daily Guard*, August 27, 1918.

<sup>7</sup>*Minutes*, January 14, 1929.

<sup>8</sup>*Ibid.*, November 8, 1937.

<sup>11</sup>*Minutes*, February 3, 1893.

<sup>12</sup>*Ibid.*, October 26, 1925.

<sup>13</sup>*Ibid.*, December 2, 1926.

<sup>1</sup>*Minutes*, January 21, 1895.

<sup>2</sup>*Ibid.*, September 14, 1942.



taken on recommendation of the high school principal "endorsed by," "submitted by," or "at the request of" the superintendent. There is no evidence that board approval of graduates was requested after 1927. It was the superintendent's duty to make arrangements for promotion and commencement exercises. Early boards instructed him to make such arrangements; later ones took it for granted. Early boards also passed on matters of high school credits, but after 1920 such matters were usually left to the high school principal and the superintendent.

The superintendent's recommendation for the opening and closing dates of the school year, with the holiday periods, was given intermittently until 1924 by which date it appears to have become generally accepted that such was normal procedure. After 1928 school calendars were presented to and approved without question by the board.

The board made its first regulation concerning attendance areas in 1891 before its first superintendent arrived on the job. It made subsequent changes without the superintendent being present until 1904 when the superintendent "recommended certain changes in the dividing lines between Geary and Central Schools" and the board approved.<sup>14</sup> Further action in 1908 and 1914 extended the superintendent's authority in these matters but in 1924 it was taken away at a time of controversy by a vote of 3 to 2.<sup>15</sup> After 1928 the superintendent exercised control over attendance areas and was sustained by board action over parental protests.<sup>16</sup>

### Professional Personnel

A representative group of writers in the field of school administration, whose works cover a period of 40 years from 1906 to 1946, are in general agreement that the superintendent of schools should make recommendations to the school board for the election of teachers, their promotion and discharge. They state also that he should be responsible for their selection and supervision. The election of teachers is generally the legal responsibility of the school board. The Eugene school board recognized this division of responsibility from the time of the election of the first superintendent in 1891.

At the end of the year following his election, the board received recommendations from him for transfer of teachers, increases in salary, and teachers who should be retained.<sup>17</sup> There is no record of similar recommendations having been made by his successor, but the third man to hold the position was charged with the assignment of teachers by grades and buildings in 1898 and recommended the election of certain teachers in 1899.<sup>18</sup> After 1902 annual rec-

ommendations for the re-election of teachers and the election of new teachers was made by the board's committee on teachers, often with indication that the superintendent had furnished the committee with his recommendations. Between 1915 and 1920 elections were always with or on the recommendation of the superintendent but the board returned to the committee system in 1921, had all applications filed with the clerk, and followed this procedure to 1928. In the latter year, at the same meeting at which teachers were re-elected, the board voted to have the superintendent pass on all credentials of applicants thereafter and subsequent elections were on his recommendation.<sup>19</sup>

Early applicants applied directly to the board but after the establishment of a committee on teachers in 1902 it received applications. In 1913 the superintendent was authorized to "secure a teacher"<sup>20</sup> and in 1914 he reported to the board that he had appointed a substitute teacher and the board approved.<sup>21</sup> Later he was authorized to "employ teachers to fill vacancies for the coming year."<sup>22</sup> When a woman board member was designated to visit a teacher in 1922 to determine her qualifications, she was directed to make her report to the superintendent.<sup>23</sup> The greatest conflict over the election of teachers occurred in 1924 after the board had adopted a rule stating that it would not elect teachers except on the superintendent's recommendation. This rule was nullified by an opinion of the attorney general and the superintendent resigned. After 1928, vacancies were commonly filled on recommendation of the committee on teachers and superintendent acting jointly. In 1937 the superintendent was authorized to fill vacancies and to ask for board approval at the next meeting.<sup>24</sup>

### Supervision and In-service Improvement

In 1891 the Eugene superintendent was charged with the responsibility of holding regular meetings to insure that "each teacher . . . understand the work of the preceding and succeeding grade that she may the better be able to fit her work to them."<sup>25</sup> The superintendent held a meeting of all teachers preceding the opening of school in 1897, and in 1903 the board voted to grant each teacher in the first eight grades one day during the year to visit other teachers, the substitutes to be paid by the district.<sup>26</sup> Frequent meetings of teachers working in the same grade were held in 1905. The superintendent told the board in 1916 that a large percentage of Eugene teachers were "educationally alive" as a result of stimulated professional study

and recommended salary increases for them.<sup>27</sup> When the superintendent in 1939 reported "the very unsatisfactory work of one of the new teachers," the board discussed the matter and then voted to ask the superintendent "to make every effort to help this teacher improve her work during the next ten days" and ask for her resignation at the end of that time if she was still unsatisfactory.<sup>28</sup>

### Teacher Welfare

There is no apparent connection between granting the simple request of the teaching staff for a holiday on the Friday after Thanksgiving in 1903 and the adoption of an extensive sick-leave program in 1939, but each is inactive of a recognition on the part of the board of teacher welfare. In the first instance, there is no indication that the superintendent had anything to do with it; in the second the responsibility was chiefly his.

### Leave of Absence

The first leave of absence granted in the Eugene schools is recorded in 1893, but the first made on recommendation of the superintendent, so far as the record shows, was made in 1911.<sup>29</sup> Married women were first banned by the board in the same year and essentially the same policy was restated in 1925.<sup>30</sup> The board asked its teachers' committee to recommend a policy regarding married women teachers and the re-election of elderly teachers in 1934 and the committee sought the help of a committee from the teachers' association before making its recommendation.<sup>31</sup>

Sick leave may have been allowed in the Eugene schools prior to 1925, but it was in that year that the first entry was made in the minutes concerning it. In 1925 two days of sick leave each year were granted with liberalization to 10 days a year cumulative to 30 days being made in 1939, the superintendent recommending the increase.<sup>32</sup> A professional improvement plan to permit travel and study was also adopted on his recommendation.

### Salary Schedules

A pay scale, early predecessor of the salary schedule, was adopted by the Eugene school board in 1900.<sup>33</sup> The superintendent submitted a schedule to the board in 1910, the first record of such action in Eugene.<sup>34</sup> The committee on teachers was directed to obtain salary schedules from other Oregon cities in 1924 and as a result recommended separate schedules for elementary, junior high, and high school teachers.<sup>35</sup> On rec-

<sup>14</sup>Minutes, September 27, 1904.

<sup>15</sup>Ibid., October 3, 1924.

<sup>16</sup>Ibid., September 23, 1929; December 7, 1931.

<sup>17</sup>Minutes, May 29, 1891. <sup>18</sup>Ibid., June 16, 1899.

<sup>19</sup>Ibid., April 11, 1928.

<sup>20</sup>Ibid., October 8, 1913.

<sup>21</sup>Ibid., April 8, 1914.

<sup>22</sup>Ibid., June 24, 1914.

<sup>23</sup>Ibid., June 22, 1922.

<sup>24</sup>Minutes, September 13, 1937; also May 13, 1940.

<sup>25</sup>Oregon State Journal, May 29, 1891.

<sup>26</sup>Minutes, October 8, 1903.

<sup>27</sup>Ibid., June 19, 1916.

<sup>28</sup>Ibid., December 13, 1939.

<sup>29</sup>Minutes, April 3, 1893; also June 7, 1911.

<sup>30</sup>Ibid., June 14, 1911; also May 26, 1925.

<sup>31</sup>Ibid., August 10, 1934.

<sup>32</sup>Ibid., May 8, 1939.

<sup>33</sup>Ibid., June 7, 1900.

<sup>34</sup>Ibid., April 27, 1910.

<sup>35</sup>Ibid., February 24, 1925.



## A WORKING BOARD OF EDUCATION



THE BOARD OF EDUCATION, LA CROSSE, WISCONSIN

The Board of Education of the La Crosse Public Schools has recently had its responsibilities increased by the annexation of four large rural districts. These annexations are the result of a campaign carried on in Wisconsin for the reorganization of school districts. The members and officers (from left to right) are: A. F. Jordan, Secretary; Walter H. Bigelow, President; J. B. Brenner, Assist. Supt. — Buildings and Grounds; Leonard F. Kilian; Mrs. Perry Freeman; Arthur Solie; Melvin Knutson; Elizabeth Mielke, Secretary to Superintendent; Joseph J.

Liskovec; Marshall G. Batho, Superintendent; H. Newell Holley.

This Board of Education is just completing a million dollar building program. As part of this program the Hogan school addition which was begun on June 28, 1948, was completed in January, 1950. The south wing was finished in time for occupancy when school opened in September, 1949. This addition provides seven classrooms, and a gymnasium and an auditorium. This project called for an expenditure of \$450,000.00, or about 67¢ per cubic foot. The interest on the bonds

is 1¼% and they will be retired on the basis of \$45,000.00 per year for ten years.

Construction of the new Jefferson school began on April 15, 1949. The classroom section was occupied when school opened in 1950. It is anticipated that the auditorium-gymnasium and multi-purpose room section will be ready for use by September, 1951.

This project cost the city of La Crosse \$595,000.00 or about 77¢ per cubic foot. The interest on the bonds is 1.38% and they will be retired on the basis of \$59,500.00 per year for 10 years.

commendation of the superintendent, the board held a meeting with representatives of the teachers' association in 1932 before reducing salaries as a depression measure.<sup>36</sup> The superintendent worked out, with the assistance of a teachers' committee, the first single salary schedule in the history of the Eugene schools in 1937.<sup>37</sup> It was adopted by the board after it had been approved by a majority vote of the teachers.

### Progress Slow But Sure

Except in the matter of professional personnel and the instructional program,

<sup>36</sup> *Register*, March 10, 1932.  
<sup>37</sup> *Register*, February 8, 1937.

things which in themselves are basic to the operation of schools, the Eugene school board was slow to recognize its superintendent as its executive officer. In matters pertaining to the budget, business affairs, and the school plant, the board either through its individual members, its committees, or the school clerk, long held control of functions so closely linked with the instructional program as to make the latter inoperative or ineffective, despite the best efforts of capable superintendents. It was only as superintendents became better trained as administrators as well as educators that the board was willing to relinquish its management of business and school plant matters. A community which had grown tired on squabbles and misman-

agement finally forced action which led to a single administrative head with the board as the policy making body after 1928.

Many school districts and many school boards, some larger than Eugene but many smaller, are still in various stages of the development through which Eugene has passed. There appears no guarantee that having attained the status Eugene had reached by 1944, a district will not revert to a position lower on the scale of administrative development if community sentiment changes. The welfare of the school children in any school district, large or small, will be in safer hands if a satisfactory working relationship between the board and the superintendent can be established and maintained.

# Practical Problems of School Lunch Management *Elsie Maxwell\**

How do you, as a school board member, set up standards for the job of a lunchroom manager? Have you a clear idea of the job you want done? Have you stated what rights, responsibilities, and privileges are imposed upon her? What is your measuring stick for success?

Accurate and concise analyses of plans for operation are the bases for successful operation. Think these problems through carefully. Discuss them in detail with your candidates. The lunch manager's position, while comparable in importance with that of any other department head, differs somewhat in status and concept. She is not always assured the tenure which protects her academic co-workers. Neither is she protected by the rights of academic freedom. Although she may contribute significantly to the broader concepts of nutrition education and its attendant results, the money balance lurks as the weight by which her success is largely measured. For this reason a lunchroom manager requires a close relationship with her administrators. She needs a direct consulting service and confidence of her administrator at all times. This is the only means of giving her the feeling of security and directness of purpose which are essential to efficient school lunch management and a balanced budget.

With this as a starting point, she forms her policies and plans her procedures. A review of existing problems and practices gives her an idea of what to do and what not to do. On the whole, changes are made slowly. Statements of overreaching ambitions or startling innovations often defeat their purpose. Both children and teachers like to feel secure in familiar surroundings. When radical changes are to be made a wise manager will interest her school by announcing them in advance. Children like surprises in incidental things — as decorated cookies, gingerbread men — but in fundamentals only subtle changes are accepted. In other words, exuberance in management must be bridled to the tempo of "making haste slowly."

## The Manager Becomes Informed

A new manager seeks information about her job from the school administrators and fellow teachers, from records, children, and community contacts and observations. She finds out the family interests, their income

\*Portland 2, Ore.



The noon lunch is an opportunity for the finest social experiences, especially for high school groups.

ranges, and their spending habits. She notes any cultural patterns which will affect the food habits of children. She next compares these findings with school problems. What price can the parents pay for the school lunch? What proportion of the daily attendance remain for the lunch hour? How many of these eat the school lunch? How many carry their lunches? How many supplement home lunches with school food? What means can be devised to make the lunch hour attractive to *all* children? What proportion of the children should have free lunches?

Another consideration for the manager is the length of the school day. How early do children leave home? What time do they reach home in the evening? How adequate are their breakfasts? These answers often point to needs for simple school breakfasts, midmorning and midafternoon snack periods. Even simple snacks take work and run up costs in excess of receipts, yet they re-

duce hunger which excites inattention, restlessness, and behavior problems. Consequently their significance outweighs the deficit which may be written off by mass trade at the lunch hour.

Many families like to trade commodities for their children's lunches. The manager should find out what foods are likely to be forthcoming. She then may work out a policy for prices and payment for articles bought. Unless she foresees these transactions her purchases may have been made in advance. Not only does she save money by accepting local products, but the practice serves as a good-will agent between school and community.

## Needed Basic Information

A study of school needs defines the type, variety, and amounts of food required for different age groups; the kind of service suited for various age levels such as: family



style, tray or cart service, cafeteria lines, counter service or modified forms of these; dietaries for special groups — T.B., training crews, or teacher's lunchroom. With these needs in mind she considers the physical equipment: Is the production area, serving space, and present equipment adequate to carry the load? What adjustments can be made to increase the number served without increasing costs? Are the production areas, storage spaces, serving counters, and dishwashing units arranged to facilitate work? Do these meet the existing codes for safety and sanitary standards? What equipment, repairs, replacements, or additions would expedite work? What time schedules for lunch are necessary to fit school schedules? In large cities, shifts of equipment are often advisable. The use of one center as a production unit for other centers of service often reduces costs. Often the dining room does classroom duty. This requires special help to get it ready in a short time.

Once these basic concepts are in mind, the manager analyzes the work and workers necessary to do the job. Each consideration must be weighed in terms of dollars and cents. Alternatives are balanced at each consideration. This planning, pruning, cutting, shifting, and final choice making gives the budgetary costs to be balanced against estimated receipts. (The budget is a story in itself to be dealt with later.) Yet the budget and lunch problems are so interrelated, entwined, and entangled that no plans for one can be made independent of the other.

### Cafeteria Labor Problems

Every job setup breaks down eventually into specialized abilities, time allotments, and resultant costs. Debatable questions arise: How shall wage rates be determined? Shall they be the community's going rate, the union rate, or the lowest level for which a worker is willing to leave home? What standards shall be used in hiring? Is it best to pay by the hour, day, week, month, or school year? What shall be the policy for worker's pay on teacher's institute days or holidays? Or when school is dismissed suddenly for picnics, coming storms, and celebrations? What existing laws regulate hours and conditions of labor for women? How much does one count for workman's compensation, unemployment insurance, withholding and retirement percentages? Do all workers come under these laws? To what extent may student help be used? What are their wage rights? How may their work be made an educational experience?

As one works on these problems, many standards are automatically set up for breaking up jobs into component parts, selecting workers, and defining the responsibilities, duties, privileges, and rights of each. Foremost is a question of cutting labor cost. In most cities, the salesmen from commercial producers argue convinc-



Elsie Maxwell

ingly the value of using canned or dehydrated prepared soups, canned chili, ready-made sandwiches, cake and pudding mixes as means of cutting costs. These provide easy ways out of puzzling problems, but in many cases do not meet the standards for school cookery. School cookery differs significantly from commercial quantity cookery. Instead of watering the soup to increase the profit, school cookery throws in every nutritive atom that the cost per serving will bear. School lunch recipes must be filled to brimming with all ingredients one can afford to make them highly nutritious and palatable. Adults will pay for and eat unpalatable foods of questionable nutritive value. But, good nutrition is the responsibility of a school lunch manager and the children are tempted only when food tastes lickin' good.



The school cafeteria is the grand melting pot of a democratic school system.

The installation of labor-saving devices is accepted as a means of cutting school lunch costs. In general, this may be true. However, many school cafeterias are supplied with idle and defunct equipment which has never borne its weight as a capital investment. It is often debatable, in smaller lunchrooms, whether or not such installations counterbalance the labor they replace. Frequently they rob the community of needed wages without reducing operative costs or adding effective timing and finesse.

### Good Manager Works in Kitchens

Since the emphasis differs from usual commercial cookery, the manager has to train and supervise her workers carefully. This means that much of her time is spent in working out recipes in accordance with needs, food supply, and costs. No worker can anticipate what is in the mind of a manager who sends out printed menu lists and recipes at stated intervals. These recipes must be talked over, ingredient adjustments made to fit various cases, menu adjustments made to correlate with equipment facilities, time schedules, and worker abilities. In other words a good manager knows her kitchens better than she knows her office desk in the administration building. Good kitchen management isn't a job of remote control. It is one of personal contact.

Often the manager is not responsible for direct purchases. However, her job is to know the market and be alert for price changes. She avoids overstocking and keeps her inventory rolling. She studies her menus and buys or describes the units, amounts, grades, and varieties for particular usages. Sliced pineapple, for example, is more expensive than chunks. It should be ordered and used only when chunks will not do.



She watches qualities — often a bargain price means spoilage before the quantity bought is used. She studies specifications and works out her order lists to show them —

1000 lb. potatoes — Irish — Idaho baking type — Grade A medium  
2000 lb. potatoes — Irish — general use  
— Netted Gems — ungraded in size regular in form, free from spots or blemishes, sound No. 2's.

Baking potatoes are not only expensive but unsatisfactory for soups, stews, salads, and general potato cookery.

### Good Will and Good Management

Good food alone will not keep the cogs of machinery running. A fleeting, undefinable yet valuable power is popularity or good will. This item is a product of management as definitely as the food on the counter. The manager who has the ear of her administrator gains much support in speeding the school lunch cause along. Teachers, to whom she reveals her plans and activities, are usually eager to help. Children who are welcomed as interested participants often become enthusiastic boosters. One small boy the writer knew, called every morning at the school kitchen to find out what was cooking. If it pleased him he made himself a sandwich signman, with signs of his own making and wording, telling the news to the halls and school grounds. Stories of food, old and new; holiday festive celebrations; food exhibits and demonstrations, tend to interest the school and community in the lunchroom. Often many tactics are tried before one clicks and pulls a long lunch line along with it. The intangible good will must be coddled and courted, but it is of great value.

Record keeping is essential. Although it is time consuming, a simplified system may be worked out to fit the needs of different sized lunchrooms. Keeping track of orders, purchases, discounts and payments, labor data, menus, recipes; receipts of cash, surplus commodities, and subsidies; equipment data, lunch lines, and inventories helps one in formulating future plans. It also gives the administrators an accurate picture of operation.

Periodically, for her own security as well as for administrative information, she makes reports to the school board through the superintendent's office. In this a manager measures her tempo. How closely has she followed her budget? What were its miscalculated points? What adjustments should have been made to avoid these miscalculations? If there is a wide margin of profit, should more money have gone into food or could prices of the lunch be reduced?

### Three Tests of Success

In the final analysis good management is seen, felt, and measured in three ways.

First and most obvious is the balanced budget. This, unfortunately, is not an infallible index. Many well-managed school cafeterias in poor communities fail to meet their budgets. The drain on the labor and food supply is too great for the receipts. The federal subsidies and surplus commodities are insufficient to fill up the gap between receipts and costs. Yet the management may have been thoughtful and constantly supervised.

Second and less apparent, though of greater importance, is the contribution to child health and welfare. Unless the services of a research clinic are available, no accurate check can be made. However, teachers and parents often point with pride to rosy cheeks, lustrous hair, cheery smiles, and romping good spirits which they attrib-

ute to good school food. With these physical evidences are coupled resistance to disease, better school attendance, greater emotional stability, and lessened behavior problems.

Third, is lunch room popularity. When children, teachers, and parents take an interest and pride in the school lunch, good management is in the background. This means a clearly conceived, though elastic, plan for operation. It meets emergencies, yet moves along progressively. No good management is static. It is a flowing, mobile pattern adjusted to the needs of the school and community. It is guided by costs, receipts, subsidies and policies. When you find a manager who can deliver the results you desire, keep her. Abilities like hers are not plentiful. She's a pearl of great price.

## East or West—Home's Best

*Joseph Quimby\**

Recently, a neighbor, a sincere man, who holds a high-brass position with a leading floor covering manufacturer, made a deprecatory remark about the local government. Specifically he referred to the local township committeemen as "half-penny politicians." Now I have attended many of the town meetings, and I have learned to respect the members of the committee as men of high integrity and earnest endeavor. My neighbor's remark was a gross injustice. Further conversation with him drew out what I consider shameful ignorance of our local government and its functions. He knew much about the state and federal governments but very little about the local and county governments. I challenged him for his ignorance and he threw the glove back.

"Why wasn't I taught about such government in my youth? I was made familiar with the state and federal government, but never did the schools bother to teach me anything about the local setup. It's you schoolmen who are to blame for that!"

The truth of the statement stopped me. I searched my mind, but nowhere could I remember being taught the fundamentals of local government, nor was the school in which I am principal teaching any facts of our local setup.

It didn't need more than that for me to see that definitely there is a need in schools for such instruction. I found too that there is remarkably little to be found in libraries about such subject matter.

### We Studied Denville

Each town has peculiarities of its own. While the specific functions of the respective offices are determined by state law, the assignment of duties and the make-up of the departments are vamped to fit the local need. The only practical way to study any local

government is to make a personal investigation. This, our school staff has been doing.

At an organization meeting with the faculty, I suggested that we incorporate in our curriculum a course about Denville. The course, I felt, should begin in the kindergarten and go through the eighth grade. It should cover local history, geography, government, business, professional services, in fact anything and everything pertaining to Denville. To my surprise and pleasure the teachers agreed enthusiastically that the idea should be given a trial. They realized the importance of the subject.

The next few weeks were busy ones. The staff spent many hours out of school searching for information. I doubt if any one of the local historians was not interviewed, or any local official was left unquestioned. Certainly, after a whirlwind of activity, we gathered an impressive amount of information.

The data were put in the hands of a teachers' committee, sorted out, and compiled. All facts were authenticated and the sources duly noted. When the material had been completely assembled, it was broken down according to grade levels and teaching outlines were prepared for use.

High interest was shown in this project by the citizens and business people. Information came voluntarily from various groups. Businessmen offered their services and opened their doors for field trips. The local governing bodies invited the children to attend their meetings and to get personal knowledge of the local governmental facilities by visiting the town and county offices. Needless to say, such offers are being snapped up by the children and the teachers. The enthusiasm shown for this project leaves no doubt in my mind that the need is present.

The school people are convinced that our children will be better acquainted with their

\*Principal of Schools, Denville, N. J.

(Concluded on page 81)



# Easing Administrative Worries

Brice Durbin\*



*"If I had only known these things when I began my administrative work I could have avoided or eased a lot of headaches."* How many times has an administrator thought or heard this expressed by others?

I do not know whether administrators can profit from experiences of others but I do know I learned a few principles of human relations in the school of experience that would have saved me a lot of grief had I known them when I took my first administrative position. Without them an administrator stands a good chance to wreck a nervous system or become a down-right cynic.

After several years of blundering I finally ran across an idea that revolutionized my administrative practices and transformed a job that had been an intense nervous strain into one with a reasonable amount of pleasantness. Here it is:

*It isn't so much what happens to an administrator but the attitude he takes toward it that makes the difference.*

For instance, when I was dismissed from my first position as superintendent of schools I wish someone would have told me: (1) *to take a long-time view of what happened.*

For example, political conniving was responsible for the dismissal of Woodrow Wilson when he was president of Princeton University. Later he was elected governor of New Jersey. This was followed by his nomination and election to the presidency of the United States. If we look at this from the short-time view he was kicked out of the presidency of Princeton University. The long-time view reveals that he was kicked into the presidency of the United States. Adversity can be used to good account if we take the right attitude toward it. The other person may intend to kick us into the basement but usually he kicks us upstairs. If we take a long-time view of dismissal it is not clearly so likely to get us down.

## Their Right to Dismiss

When I lost my first job I wish someone would have reminded me: (2) *that board*

\*Principal of the Noel High School, Noel, Mo.

*members were exercising a fundamental right of free men when they judged me adversely.* It was a right I would have insisted on having had I been a member of the board.

This was called to my attention by a good friend (one who will point out your faults) who reminded me that there must have been some grounds for my dismissal. He also pointed out that, in all probability, I would have acted as they did under similar circumstances. It was then that I began a self-examination and discovered I was entertaining some ideas that Bode has been pleased to call "compartmentalization of knowledge," whereby we use diametrically opposed ideas without being aware of it. I didn't believe a board was justified in firing me but I knew some superintendents whom I felt should be dismissed. It never occurred to me that other superintendents probably saw me in the same light. If I judged a student adversely I contended that was my right and resented anyone questioning it but I was unwilling to give that same right to those who had the right to judge me. Only little minds demand for themselves rights they refuse to others. We should try to see ourselves as others see us.

When I lost my first administrative position I wish someone would have told me that: (3) *I needed a sense of humor.* Instead of being resentful I should have seen it in the same light as the drunk who was thrown out of a dance hall. After he had been bounced three times, he staggered to his feet and, pointing at himself, said "I get it. They don't want me in there." Or I should have had the keen sense of humor the little boy had when he was bitterly criticized by his teacher. After the teacher had lashed him orally until she had to pause for breath, he looked up at her and said, "Gee! teacher, ain't I stinkin'?"

## Making Friends Not Enemies

When I began my work as an administrator I wish someone would have told me: (4) *how to destroy my enemies the Lincoln way.* Two of my best friends of

today voted for my dismissal when I lived in their respective communities. They were once my enemies, so I thought. As I was playing the game then, that was literally true. Now they are loyal friends and their recommendations ring true.

It happened this way. After I learned to respect their rights as American citizens I watched for my first opportunity to write and congratulate them on some worth-while accomplishment. One was successful in a race for county office. The other led a movement for a successful school project in his community. My compliments came from the heart. Unless compliments are sincere they are no good. Better not give them. Deception is far worse than ingratitude. These two men responded enthusiastically. In our visits since then we came to realize that men may differ on issues and still be friends. These experiences taught me that the best way to destroy enemies was to do as Lincoln said, "Make them my friends." Had I seen them in the right perspective in the beginning we would not have been enemies. I also learned the great inner satisfaction of admitting that I was wrong.

I was fortunate enough to have someone tell me how to conduct an election campaign. A retired schoolman who possessed the wisdom of the years said, (5) *your sole duty is to see that the campaign and election are conducted in a democratic way.*

He said, "Young man, these school districts can be consolidated if you approach the problem in a democratic way. Your first duty is to see that all arguments, pro and con, are given to the public. Second, you must find ways to reach all the people. Hold meetings at all rural schools and have speakers present both sides. Then have open discussions and let all express themselves freely. Insist upon their right to do this as well as their right to be for or against the proposal. Tell them that personalities do not enter into it. The issue is "to consolidate or not to consolidate." Emphasize the right of everyone to be heard and remind them that men can differ on issues and still be friends. Don't misrepresent. Always speak the truth. If there is doubt about the



truth, be sure to point this out. Remember, in social questions, many issues are debatable. Even the Supreme Court of the United States seldom decides an issue by unanimous vote.

### Spiking False Rumors

"Be sure you spike false rumors that favor your side. For example, we voted bonds for a gymnasium a few years ago. During the campaign someone started a rumor that we would lose our A classification if we failed to provide a gymnasium. We branded this rumor as false and gave the voters the many reasons why we should have this gymnasium. The election carried. If an election is conducted in an honest democratic way it is virtually impossible to defeat a school proposal that does something for the boys and girls in the community."

He continued, "Did you ever hear a parent say, 'I want my boy or girl to have a better chance than I had'? This is the key to success in school proposals. What does this proposal do for boys and girls? Tell them this and if your proposal is timely and practical you won't have any trouble selling it. Remember, however, you can be ahead of your time and that sometimes leads to defeat.

"On election day it is important that all vote if they care to. See that everyone has that opportunity. Insist upon each one voting secretly according to the dictates of his conscience.

"Finally, you are probably wondering what you should do about voting and expressing your opinions. Express them freely. Speak the truth. Give others the same right. Don't be resentful toward those who see differently. Vote as your conscience directs. Abide by the will of the majority. If you win be sure you respect the rights of the minority. You have told them your cause was worth while. Get busy and prove it. If you didn't win them with words, win them with deeds. Give them a sense of belonging. When you win, be a humble winner. If you lose, be a gracious loser. Anyone can be a good sportsman when he wins but the real test of a gentleman comes when he loses. Can you be a gracious loser and congratulate the winner? If you can't do this with sincerity you are in for a lot of grief because you are going to meet many defeats as you go down the years. If you know how to take it they won't get you down and you will win more victories.

"Don't ask, 'What's in it for me?' but ask, 'What's in it for the boys and girls?' Find the answer to the latter question and you have the answer to the former. Most schoolmen stumble because they lose sight of their objective—doing for boys and girls. They know where they are going but are everlastingly losing their way and must be reminded constantly to get back on the right track.

### Victory Built on Confidence

"Here's a final tip. Several years ago I was in your position in an election involving a school bond issue. A voter approached me on the street and said, 'I don't know anything about this bond issue but you are conducting the campaign so fairly that I have confidence in you. That is the reason I'm voting for it.' There is the great secret—*confidence*. If people have confidence in you they will have confidence in the things you stand for. If they don't, nothing else matters. You are through.

With a twinkle in his eye he summed up: "Follow this pattern and you will never lose an election. Your proposal may be defeated but that is not your primary objective. You win an election if you see that all people have a right to express themselves, pro and con; that they have the right of secret ballot; that the rights of minority and majority are respected; that you speak the truth at all times insofar as you know it and if, in doubt, you acknowledge it."

Three years previously consolidation had been tried and failed. In the election conducted as this fine old gentleman recommended, it carried by a four to one vote. What was the difference? Behind the scenes stood a grand old Roman who kept reminding the leaders, "Build confidence and you'll build victory with ballots."

I wish someone would have told me: (6) *that factions don't fight issues, they fight each other*. When an administrator joins a faction he has put on boxing gloves and announced he is ready to do battle with personalities. He pins on a label and automatically incurs the wrath of other groups. A person who jumps into a dog fight will get bit. When a person gets mixed up in a factional fight he creates personal animosities that could be avoided simply by tending to his own business. When an issue arises all he need do is express his position openly, telling why he has taken this stand, and let the public decide the issue.

The fellow who spit out of an upstairs window, then leaned out and said, "Stay out of the way," had an idea an administrator can well apply to factional fights. All he need do is *stay out of the way*. A wise old administrator was told about a factional fight. When asked what he would do, he replied, "I don't know. I have always been too busy tending to my own business (building an educational program for boys and girls) to get mixed up in one of those things."

People enjoy a good scrap. Let them fight. Difference of opinion makes life interesting. Life would be rather dull if everybody thought alike.

### The Independence of Character

I wish someone would have told me: (7) *to maintain an independence of decency*. I heard an administrator express

it this way, "I take a job with one aim—to do it the best I know how. I study my work, try to find out what is expected of me, plan for the future of the school—in fact, I busy myself doing those things that I believe in my heart should be done for boys and girls. I work with others as I would like to have them work with me. I give others rights I would want if I were in their position. When the time comes for my re-election it is by no means a one-way show. I feel the board should be just as concerned whether they will have my services another year as I am concerned whether they will retain me. I want to meet them on even terms, the way free men of honor want to meet. They don't owe me anything nor do I owe them anything. There are other jobs I can get. There are other superintendents they can hire. I cannot hope to hold my job forever.

"It is not my intention to be independent to run over others. It is done to keep others from running over me. If we meet on that basis we will be able to agree in an understanding way—even if we agree to disagree. I own myself, and I want others to own themselves. This is the only way anyone can command respect. If all teachers took this attitude toward their positions the profession would be elevated. We would reverse the existing situation. Instead of teachers wondering if they were going to get their jobs back, board members would wonder if they were going to have the teachers back.

"I want this independence so that, when someone tries to run over me, I can invite him figuratively to go to that place where none of us hope to go. The person who has an independence of decency enjoys the decency of independence. Others don't try to run over him. They wouldn't get a hearing if they tried it. They are in the same position as the little boy who cried until his mother was gone. The baby sitter said, 'Why don't you cry some more?' He replied, 'What's the use? She couldn't hear me.'

"I have been battling life for many years but have never found a politician, club, law, or anything else that I could depend on for help unless I had character. If I have character I don't need their help." He concluded, "That's why I maintain an independence of decency. Character is not necessarily insurance against dismissal but it is insurance for another position when one is dismissed."

### Educating the School Board

I wish someone would have told me: (8) *that I would be educating my school board every minute by all my acts and not merely in informal cracker-barrel conversation and board meetings*. A young administrator had expounded the methods he used in dealing with his board. He then turned to a veteran superintendent and said, "What method do you use?"



The latter replied, "Frankly I have never given much thought to it. I have read books and dissertations but haven't found anything yet to replace the definition of board members. As I understand it, *they are representative of the people*. Does this mean anything to you? I have observed that people gossip. They talk with board members who get my number from two sources — me and the people. They know I wouldn't give myself a bad recommendation. I prefer to have them learn about me from the second source of information — the people.

"What do others say about me when they talk with board members? When I smiled and patted a youngster on the back this morning, I did it because I liked him and because I know a smile and a pat on the back by my high school principal inspired me to do what little I have done. I told the world about it. This youngster I befriended will do likewise. That boy I met and failed to speak to one morning when I was out of humor also told the world about it. It doesn't pay to get in a bad mood. However, you cannot always be in high spirits but when you find out that that boy has been offended you can make amends. Since the Creator didn't make us perfect He gave us a technique to take care of that defect, namely the ability to correct our mistakes. All of us make mistakes and we don't cheapen ourselves when we admit them. People love us because we are willing to admit we are wrong.

"That mother and father who got a fair hearing when they came to complain and also discovered we were deeply interested in their children — they have told the world about it. The fact that we took an interest in them, told them it was their school, showed them that we really cared for their children — YOU CAN TELL THE WORLD THEY TOLD THE WORLD ABOUT IT.

"The talk I made at the club has been broadcast over the community. If my thinking was not straight the public will tell me about it. When we face a large number of people we had better be right. A mass of people possess a vast intelligence and are intensely critical. They will find a flaw in your armor if you have one. For example, I heard a man 'blow his top' over the telephone one morning telling a radio station that someone has misrepresented the musk ox in the arctic regions. A speaker can't even get away with inaccuracy in talking of a dumb brute in the northland.

"I know I am sometimes misunderstood and misrepresented. Time will take care of that. I may not be judged according to the standards I would set but that is not for me to choose. People will think as they want to think. It doesn't make any difference whether I agree or not. I had to get it through my hard head that there were many things in this world I couldn't change and I must put up with them. There's an ocean of philosophy in the reply

the jailbird gave the would-be-wise attorney when he told him they couldn't put him in jail for what he had done. He replied, 'Yes, but they did.' I may dislike the Court of Public Opinion but unless I learn to understand it and adjust accordingly it will break me. The rights of free men lash us hard but eventually to good account if we see it in the right light.

"I have learned to see a thing as it is, not as I would like it to be. That is why I believe I am *always* educating my school board. The administrator who believes he educates his board in meetings and informal conversations has forgotten that people carry tales."

### The Secret of Long Tenure

Finally, I wish I would have had: (9) *the counsel of the venerable spokesman in The Fable Of Long Tenure.*

A school administrator dreamed he was in the Valhalla of successful school administrators. He inquired of several the secret of their long tenure while on earth. One said, "I looked to the school board for security but it was not to be found." Another said, "I looked to the legislature for it but legislators did not have the answer." Still another said, "I looked to parents for long tenure but it was not there." Still another said, "I sought out the politician but he was too busy building his own fences to offer a suggestion." At last, in despair, he started to leave but was stopped by the venerable leader of the group who said, "You seek the answer where it can be found but partially. But in all your searching you have never been far from the answer — it is within you. I floundered in administrative work and all but wrecked my nervous system on two occasions before I learned the secret of holding a job.

"Do two things. Did it ever occur to you that other people are busy looking out for themselves. The banker looks after his banking business; the merchant follows his trade; the attorney takes care of his law practice; and so it is with everyone in the community. They don't have time to look after you. If you are inclined to worry about gossip, forget it. Other people are too busy thinking about themselves to spend time thinking about you. In your busy world the person who provides for himself adequately has little time left to help others. This should teach you that your first duty is to look out for yourself. The other person has a little time to help you help yourself but the responsibility rests with you.

"Second, you must fully appreciate what the school board did for you when they hired you. Paraphrasing the words of the Prophet, 'They have brought you forth and put you in a large place.' No greater honor can be bestowed upon anyone than that of being entrusted with the direction of the educational program for boys and girls among a free people. Board members

look up to you. Boys and girls look up to you. Teachers look up to you. The community looks up to you. The board believed you were a big man otherwise they would not have put you in such a large place. Will they always find you in a large place or will your pettiness dwarf it?

"You will not cheapen this position if you have a vision of its largeness. The education of free men is an evolutionary process still in its infancy. There are many unexplored seas that must be charted. Perhaps you will get this vision if you try to find the answer to the question asked by the Psalmist, 'What is man that Thou art mindful of him.' H. G. Wells answers, 'Mankind is a great brotherhood pursuing an endless destiny under the God of Righteousness.'

### The Servant of All

"In your heart there is a longing to be regarded highly. If you didn't have this desire to be thought well of you would be unfit for the position you hold. But what is true greatness? Wells answers this question by asking, 'Is not a great man one who, in a great position or amidst great opportunities serves God and his fellows with an humble heart?' This is nothing more than a restatement of a simple truth expressed 2000 years ago by an Humble Carpenter who said, 'Whoever wishes to become great among you shall be your servant.'

"People look to you, as one greater than themselves, for guidance. David Belasco described the needs of the great mass of humanity when he stated, 'We pet the child and when it grows up, we must not forget it and leave it to its fate; for it still needs love and tenderness and patience and encouragement to overcome the life storms, hardships, and terrible disappointments.'

"The great mass of people strive and struggle to live. If their hearts are right they will act right and when they don't act right it is because they don't understand. Your business is to find ways to guide them to a greater destiny. 'To whom much is given much is required.' Don't quail if much is demanded of you.

"One of the concluding lines in the White Cliffs of Dover reads, 'In a world where there is no England I would not care to live.' If you have a vision of the great task that has been entrusted to your care I am sure you will conclude, 'In an administrative position where much is not demanded I would not care to work.' As long as you are out in front leading the people they will be so busy following they won't give a thought to your dismissal. It is when you get mixed up with them that they seek someone else. They look to you for leadership. If you don't give it they will look elsewhere."

*It is the attitude we take toward our work that makes or breaks us.*



Perfect View of the Playing Floor from Every Seat.

# A Three-in-One Gymnasium

*O. R. Barkdoll\**

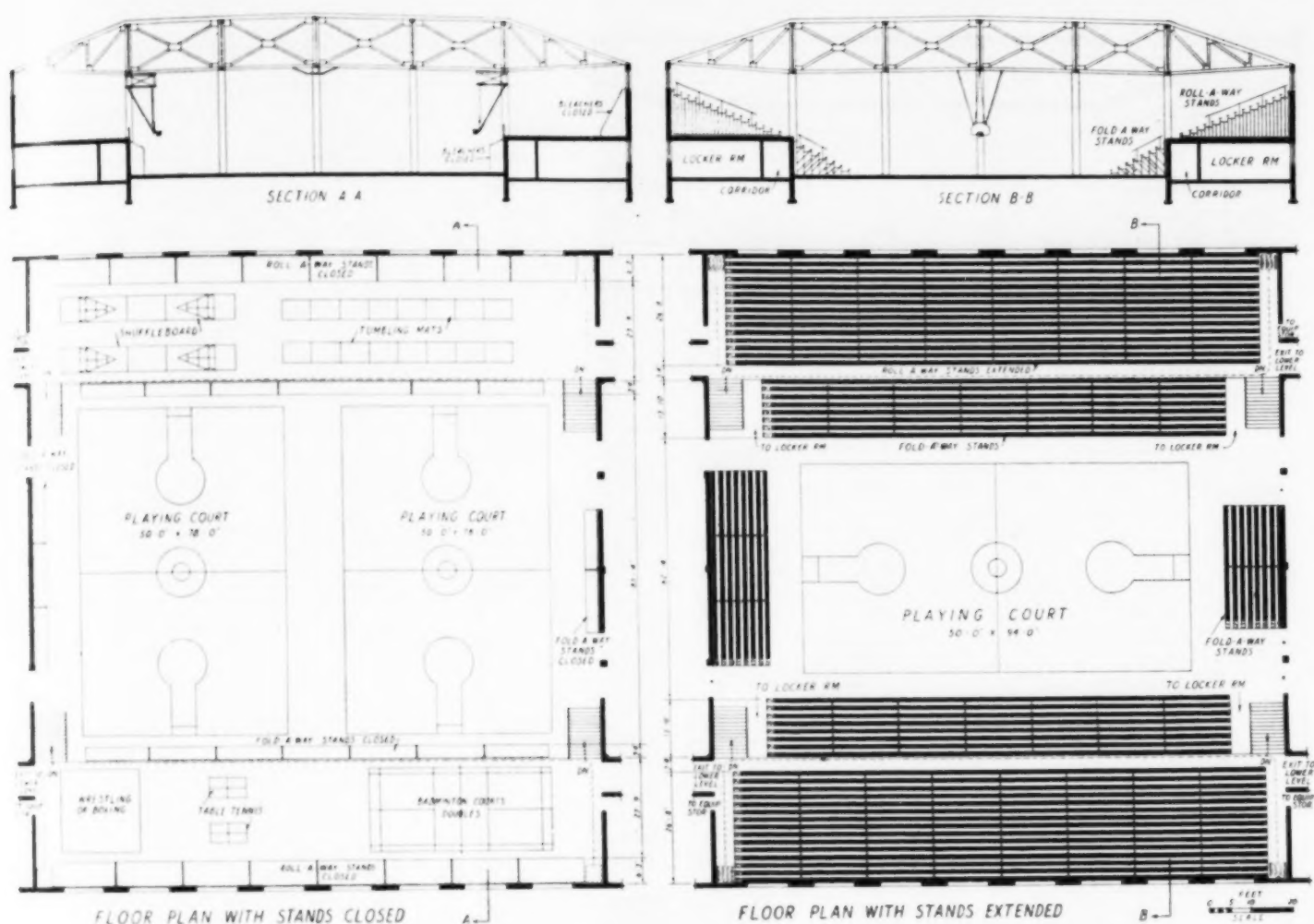
In some community a bond issue for a school building project is being voted practically every week. In many of these communities, the educational program to be offered during the next two decades will be limited because present high building costs are causing educators and architects to eliminate many necessary features from the buildings. Pupils

\*School Building Consultant, Downers Grove, Ill.



General view of the Hinsdale High School gymnasium showing a portion of the balcony used for a gymnasium class. The rail guard has been removed for photographic purposes.





Floor Plans and Sections of the two-level seating high school gymnasium, Hinsdale, Illinois.

and teachers for another generation will be handicapped for lack of space and convenient equipment.

A new gymnasium always creates a baffling problem. Is it to be planned for the physical education program alone? Shall the school authorities give way to the pressure for seating space which will prove adequate when a championship game is being played? Is it more important to provide for the all-around health and physical education of pupils during a thousand or more hours annually, or will it be advisable to provide large space for spectators for about forty hours each year?

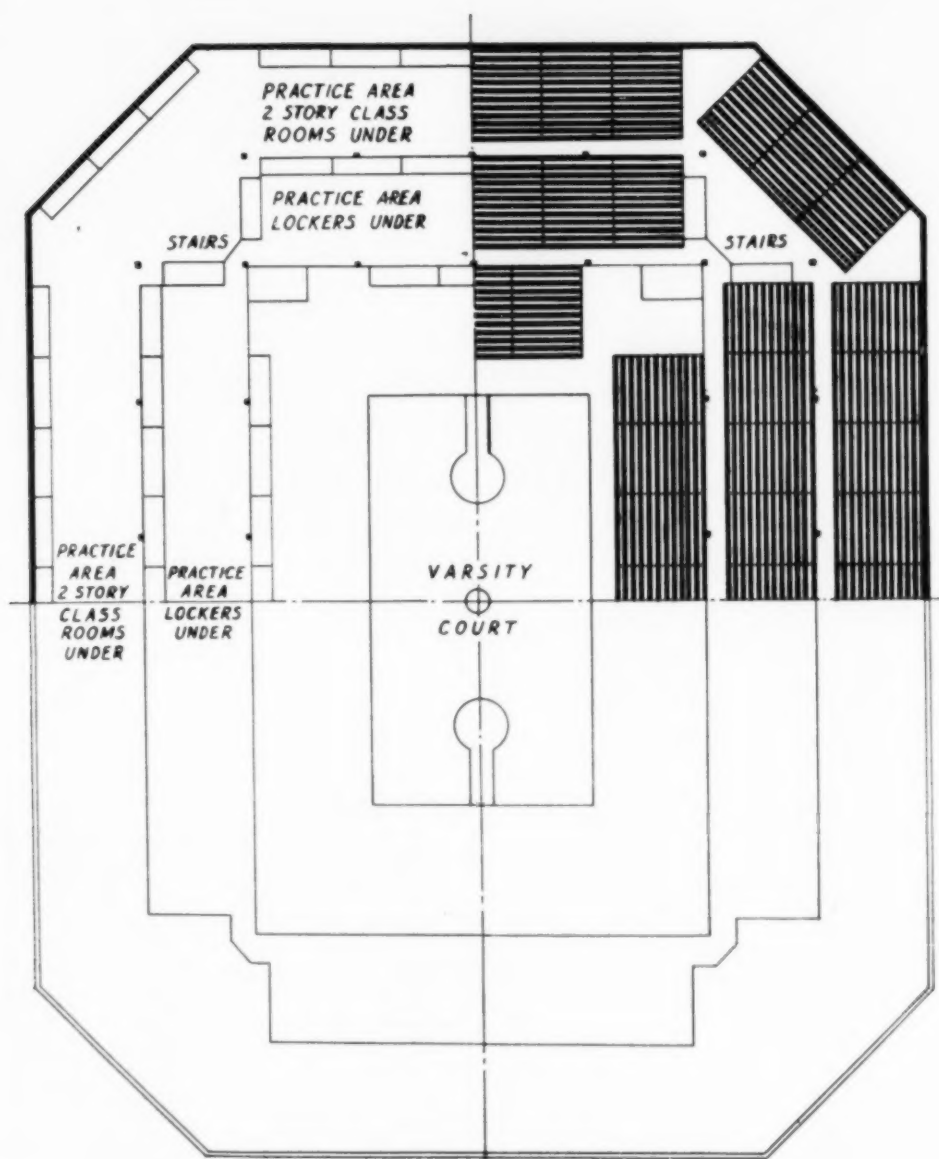
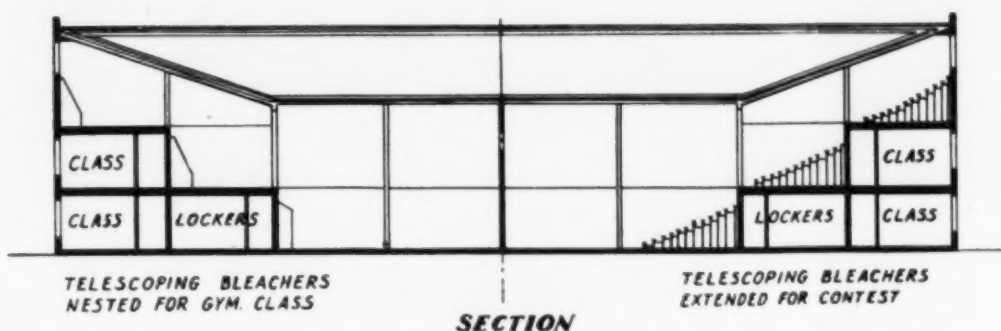
Many of the school gymnasiums at present in use have a basketball court with a small bank of telescoping bleachers on each side. Or, a balcony which is an expensive unit to build, is provided, with permanent seats on a massive concrete shelf, tilted at an angle of 30 degrees from the horizontal. During the greater part of the school day, throughout the school year, these seats and the space above them represent a total loss.

Since 1934, the writer has urged the planning and equipment of gymnasiums on a two-level plan, fitted with telescoping bleach-



Correctional gymnastics in the Hinsdale High School are performed before a mirror.





Plan and Section for a three-level high school gymnasium. The arrangement anticipates the complete use of the areas under the middle and top bleacher sections for classrooms, lockers, etc. The balconies resulting when the bleachers are folded back are used for small physical education classes.

ers, placed in part atop a balcony, under which there are rooms used for administrative and service purposes in connection with the gymnasium or with the school as a whole. The flat floors of the balconies are used regularly

for physical-education classes, and students are safeguarded by permanent guard rails and even demountable rails above the permanent guards. The accompanying plans and photographs will make the arrangement clear.

## The Hinsdale Gymnasium

The Hinsdale high school gymnasium at Hinsdale, Ill., has been planned with two levels for the telescoping bleachers. Supt. C. E. Spearman, Director Harvey Dickinson, and the instructors in the physical education department worked out the plans for the gymnasium to make it equally usable for both the physical-education classes and the school sports.

The gymnasium seats 4500 spectators. This is a minor item. From the educational standpoint the important feature of the great room is the fact that the entire floor space that will be used by the spectators a few times each year, will be completely usable every day for the health and physical-education program. The balcony arrangement makes this possible.

The Hinsdale gymnasium contains under the balconies a series of walk-through showers, nurses' room, locker rooms, storage space, drying rooms, a first-aid room, a health education room, a small visitors' bandroom, and a towel service room. All of these features were planned by Harvey Dickinson, director of physical education. The walk-through showers are fitted with remote water-supply controls so that the teacher can expedite the taking of showers by shutting off the hot water supply when the lines begin to dawdle along.

The playing floor is so large that a folding door down the center makes possible the division of the area into two full-size playing courts for boys and girls. Thus divided, the two sections of the room are used regularly by independent gymnasium classes of boys and girls. A third complete class is accommodated on the balcony, which has complete safety and privacy for the group. There are two permanent guard rails and a high demountable rail. The top one, which does not show in the photographs, and which is removed for interscholastic contests is fitted with canvas curtains that drape to the floor.

The Hinsdale gymnasium in February, 1951, demonstrated its value when it accommodated the largest tournament crowd in the 43 years of Illinois high school basketball history. More than 4500 spectators crowded the 12 rows of bleachers on the floor and the 15 rows on the balcony level. To make the success of the occasion complete, the home team won.

## Unexplored Possibilities

The total possibilities of planning school gymnasiums for direct physical instruction, for community service, and for health have hardly been explored. The older types of rooms have been criticized quite properly as too costly. The location of the room within the school plant, the planning for full utilization of floor space, the minimizing of total cubic content, and the safe economy of construction deserve far more consideration than has been given in the past. More and better educational planning is needed so that the architect may provide the plans which will result in effective instructional work on the part of the teachers and happy participation in exercise and play on the part of the students.

# Provision for Education in Our Defense Economy *Elaine Exton*

The demand today for civilian goods is almost twice as great as the available supply, Manly Fleischmann, administrator of the National Production Authority, told a meeting of the Annual Conference of the American Society for Public Administration in Washington in March.

He pointed out that while we have enough materials of every kind to keep the defense effort and the industrial machine going, we don't have enough to permit expansion and advised that some things will have to be put by the board until the emergency is over or we achieve expanded facilities for production. "But," he added, "in my view, based on the current mobilization, there will be sufficient material to meet the demand for an adequate school program and an adequate hospital program."

## The Outlook for Supplies

Other informed sources believe that we will face critical shortages for some time to come, this year more than last, and that the most difficult period will be from now until July or August when policies are being developed in regard to the control of raw materials. After that it is thought school boards can proceed with more assurance about what they can obtain.

In his letter of January 30, 1951, to Governor Thomas E. Dewey in response to his inquiry seeking information on the amount of steel that would be available for nondefense purposes, Charles E. Wilson, the director of the Office of Defense Mobilization, said that the use of steel for many nondefense purposes would be restricted in 1951 and 1952. He further stated that "new building construction will also find it difficult to obtain steel." "Here, too," he declared, "every effort will be made to support the construction of schools and hospitals."

By 1953, in the opinion of some officials, enough new basic metal-producing facilities will have come into operation to supply the additional needs of our defense effort as well as the requirements of our civilian economy.

In recent addresses Defense Mobiliza-

tion Director Charles E. Wilson has stressed that "we must expand our productive facilities thereby increasing our defense potential and at the same time decreasing the strain upon our civilian economy," and reported that "the expansion of steel capacity and related facilities is being pushed to the fullest extent possible." In his radio talk to the nation on February 23, 1951, Mr. Wilson explained the meaning of the defense effort in terms of materials by saying:

"Before Korea, we were using roughly one million tons of aluminum per year for nondefense purposes. This will have to be cut to 750,000 tons and perhaps more. In the meantime, however, we are increasing our available supplies of aluminum by more than 50 per cent. Much of this added aluminum will be available, if needed, for civilian use when our rearming job is done. What is true of aluminum will be true of other basic commodities. By 1953, barring all-out war, we will be able not only to take care of our continuing military needs but to have at least as much aluminum for civilian use as we did before 1950.

"Before Korea we were producing 90 million tons of steel for peacetime purposes. That amount won't be available for nondefense purposes in 1951 or 1952. But by 1953 we will be producing 117 million tons. Again, barring all-out war, more than 90 million tons should be available for nondefense uses."

## Priority Rating for School Maintenance

So that the nation's existing production and service facilities can be kept in good condition and operating at the maximum rate consistent with direct defense requirements, the National Production Authority (NPA) issued Regulation 4 on February 27, 1951, authorizing schools, libraries, and hospitals as well as other welfare and public institutions and business concerns to use without individual permission from NPA, when necessary, a priority rating (DO-97) to obtain supplies and equipment for maintenance, repair, and operation of

their present facilities and to carry out minor capital additions where the cost of the materials required in any one such project does not exceed \$750.

Purchases made under the terms of NPA Regulation 4, popularly called "MRO," are limited in any one calendar quarter to one fourth of the participating agency's dollar purchases for maintenance, repair, and operating purposes in 1950, or the fiscal year ending nearest to December 31, 1950. In the event this allows too small an amount to provide the needed items the agency may file an application with the National Production Authority for an increased quota.

To give effect to this rating the responsible school official who signs the purchase order should place on it, or on a piece of paper attached to it, the words: "DO-97, Certified Under National Production Authority Regulation 4." The number 97 has been assigned solely for purposes of identification. All orders with a priority, or DO rating receive equal treatment at the present time.

School administrators wishing to become familiar with the full provisions and requirements of this regulation can secure copies of it as well as a "questions and answers" release on it (NPA-303-A) from the nearest NPA regional or field office (addresses are listed in the Office of Education's *Defense Information Bulletin* of February 15, 1951) or by writing to the U. S. Department of Commerce, National Production Authority, Division of Printing Services, Distribution Section, Washington 25, D. C.

## Help With Hardship Cases

The National Production Authority has delegated responsibility for dealing with special hardship cases growing out of the construction of buildings to its 13 regional offices. Information regarding methods of coping with such emergency situations can also be obtained from NPA district offices although these units are not empowered to act on them.

While thus far no regulations have been issued that prohibit erecting school units



needed for instructional purposes, at this writing, neither is there any general order or directive that provides any kind of priority for materials for new school construction. The only way to get relief now is on a case-by-case basis.

In each instance school officials should first determine whether the supplies they lack can be obtained from local sources. If it develops that these resources have been exhausted they can write to the regional NPA office for assistance. It will expedite matters to (1) list the items you have demonstrated you cannot get and specify as exactly as possible the materials desired, including the type, size, quantity, etc., and (2) furnish not only the name of your dealer or contractor but the name and address of the supplier from whom he expects delivery as well.

In its role as a claimant agency with the National Production Authority, the U. S. Office of Education is prepared to render informal assistance in hardship cases, for example, to a school board which has already let a contract to build a school that cannot be completed because of a shortage of a certain number of steel beams or bricks or which runs short of some essential item of equipment such as chalk for classroom use or cutlery for the school cafeteria.

### **Likelihood of a Controlled Materials Plan**

From recent statements of Director of Defense Mobilization Charles E. Wilson, Defense Production Administrator William H. Harrison, and other federal officials it appears likely that the next basic step that the government will take to maintain a strong civilian economy as the nation moves forward with military rearmament will be the inauguration this summer of a Controlled Materials Plan similar to that operated under the War Production Board from early November, 1942, until late in 1945.

"Right from the start," reports Manly Fleischmann, administrator of the National Production Authority, "we have set our course to put such a plan into operation by the middle of this year if such a program should be necessary."

While the details have not yet been worked out, in its essence the Controlled Materials Plan (CMP) involves setting aside raw materials in amounts necessary to meet the urgent requirements of the various segments of our economy and instituting a priorities and allocation system to insure a reasonably fair and equitable distribution of the available supplies.

Under the Controlled Materials Plan only a small number of items would be regulated. Steel, copper, and aluminum, which are used in nearly all industrial activities, would be controlled — and maybe a few more. There would also be tight

orders issued on some items in short supply possibly, for instance, on cobalt and paper pulp and stock.

### **Office of Education as Claimant Agency**

Moving in the direction of a Controlled Materials Plan, 21 agencies and departments of the Federal Government have been designated as claimant agencies for the particular segment of the economy to which their activities are related.

The claimant responsibility for construction, equipment, and supplies for education, public health, and public welfare has been lodged with the Federal Security Agency. Its Office of Education serves as the claimant agency for educational institutions and in this capacity carries out these functions:

1. Obtains from state departments of education, schools, colleges, and libraries information on current needs for building materials, equipment, and supplies.
2. Uses indexes to translate needs stated in terms of facilities or products into terms of raw materials.
3. Defends the needs of education before the National Production Authority to establish education's share of materials in short supply.
4. Works with the NPA in determining criteria to be used in the distribution of such materials.
5. Works with the NPA in the development and execution of plans and procedures for the distribution of materials in short supply to schools, colleges, and libraries.

Since no new budgetary provision has yet been made available for this work, U. S. Commissioner of Education Earl J. McGrath has assigned a small staff to help in assembling, analyzing, and presenting information on the construction, equipment, and supply needs of education. Dr. Ralph C. M. Flynt is serving as acting coordinator for this "Materials Requirements Program."

To secure an overview of civilian requirements, presumably as a basis for a Controlled Materials Program, the National Production Authority early in February sent an identical list of some 278 items of equipment and supplies, ranging from burlap bags and buses to typewriters, to each of the 21 claimant agencies asking that each one submit by March 1 estimates of the needs of the segments of the economy which they respectively represent for each of eight quarters during a two-year period starting January 1, 1951.

At the request of the National Production Authority the U. S. Office of Education has also projected the needs for certain critical metals in school plant construction by quarters for the next two years in terms of the shapes and pounds required.

### **NPA's Office of Civilian Requirements**

The National Production Authority has created an Office of Civilian Requirements as a focal point for taking an over-all look at and defending the needs of our country's civilian economy. It currently is acting as a claimant only in those areas of need not delegated to existing claimant agencies. Other official responsibilities of the Office of Civilian Requirements include:

1. Determining requirements for consumer goods and services.
2. Estimating total civilian requirements for those essential raw materials or end products on which shortages are imminent and recommending appropriate action.
3. Assembling and preparing estimates of material requirements for all branches and agencies of the civil government, including state and local governments.
4. Presenting consolidated requirements for material needed in the production of consumer goods and services.
5. Analyzing and reviewing proposed orders in their formulative stage so as to assure that such orders give full consideration to essential civilian needs, recommending changes where necessary.

Under the controlled materials plan after defense needs have been measured the residue of available material will be allocated in order of essentiality for the civilian economy, and in that order of essentiality his office puts educational institutions and hospitals at the top, according to the new director of the Office of Civilian Requirements, Lewis Allen Weiss, who retired as chairman of the board of the Mutual Broadcasting System in 1949 and has taken leave from his post as Management Consultant for the Hughes Aircraft Company to serve without compensation in this Government position.

He assures that his office is working closely with the U. S. Office of Education and that both are committed to securing as high a position in order of essentiality for educational institutions as it is possible to get. He hopes that the educational facilities section that he is setting up in the State and Local Governments Division of his office will assist with problems arising from the maintenance of existing school structures and the building of new educational facilities.

The Office of Civilian Requirements in Washington, Mr. Weiss explained, "is keenly conscious of the needs of our nation's schools and is doing everything it can to establish the highest possible priority on materials that are essential to the construction and equipment of the structures needed by our educational institutions as these become available for civilian use."



## Who Really Won?

# A Summary of the Minneapolis School Strike

L. E. Leipold\*

Violence has long been a familiar word in the vocabularies of the people of Minneapolis and is learned early by their children. In retrospect Minneapolitans may recall mental pictures of helpless farmers standing beside their striker-overturned trucks, precious milk intended for market running wasted down the gutter; club-swinging mobs in battle in downtown streets; victims of gangster killings sprawled grotesquely on the pavement; bullets whizzing over the head of a mayor as he steps onto his porch late at night; farmers with shotguns across their knees bringing their cattle to market between two silent lines of armed soldiers; schools closed by strike in the dead of winter; picket lines of teachers followed by derisive children carrying banners of their own labeled, "Pickets are crazy"; superintendents of schools changed almost with the regularity and certainty of the seasons.

It was therefore nothing new or different when in the fall of 1950 representatives of the union teachers again brought threats of strikes to school board meetings. Minneapolis citizens sighed and wondered why. But no one of these citizens could claim to be entirely innocent of cause. Time and again during the trying years of the 1930's and 1940's, the taxpayers of the city had turned down with decisive majorities proposals to raise the school millage, limited pathetically by a 1923 charter generally recognized to be grossly inadequate. Finally in 1950 a magnanimous electorate approved a 7½ mill increase, providing the funds to pay in full a new salary schedule which brought a 1940 top salary of \$2,800 to \$5,000 a decade later. At last it appeared that the days of salary cuts and payless paydays for teachers were things of the past.

### How the Strike Began

In December of 1950 the officers of the Men's Federation, Local 59 of Minneapolis, announced that a vote of their membership had been taken and that a majority had approved a strike in order to attain their salary demands which at this point were an immediate \$400 across-the-board increase (actually this was to be a melon-splitting affair to dispose of a \$750,000 surplus in the school board's general fund at the end of the fiscal year) and an \$800 annual increase for the coming year. This was followed by similar action on the part of the Women Teachers' Federation.

\*Principal, Nokomis Junior High School, Minneapolis.

The school personnel and the general public approached the new year with uneasiness, for an undercurrent of impending trouble prevailed in school circles.

Therefore, when headlines in the *Minneapolis Star* announced shortly after schools reconvened following the midwinter holidays, that janitors were going to strike because of the school board's failure to meet their salary demands, it came as a shock to almost everyone. Little had been said about the janitors; attention had been focused on the teachers' groups.

The school board, composed of four men and two women, all conservatives but one, moved with decisiveness and promptly secured a court order restraining the janitors from striking during the period when hearings were being held. After several extensions to this injunction had been granted, citizens breathed easier for they felt that such restraints could become permanent. District Judge Weeks, however, cast a bombshell into the dispute on January 22, when he gave as his opinion that the janitors have a legal right to strike. With chilling suddenness, the schools closed the next day. Neither pupils, teachers, nor maintenance workers knew when classes ended on Monday afternoon, that they would not convene the next day. The janitors maintained a skeleton crew in all buildings, with instructions "to keep things from freezing up."

Actually, it was a queer strike. Buildings were generally heated to the usual comfortable schoolroom temperatures. Painters, plasterers, and other building tradesmen, unionized of course, came and went, being the only employees on the school payroll. Often school doors were unlocked and mailmen delivered the daily mail; many principals checked things regularly within the buildings. It was a strike, but there were no pickets; officially the schools were closed by action of the school board.

### Within Their Legal Rights

The surprising suddenness of the work stoppage caught school officials off guard, but the board promptly appealed to the state supreme court for a reversal of Judge Weeks's opinion. The decision came a week later and unanimously sustained the opinion given by the district judge. *The strike went on.*

Meanwhile the state legislature, rural minded as usual, met in biennial session and was outspoken in its criticisms of the manner in which the affairs of the city of Minneapolis had been tossed into the already overloaded

legislative lap. Able Governor Luther Youngdahl appointed labor conciliator Harry Hanson, alert and fair, to use his office to bring the disputing factions together, for one of the complaints of the teachers' unions was that they were unable to sit down and bargain with the board. Repeated sessions brought no tangible results and it was common gossip that the governor was not happy about the impasse. The school board repeatedly affirmed that it had no funds with which to bargain; the union charged bad faith and declared that they were interested in the money per se and not its origin. They openly advocated deficit financing, which the board flatly refused to consider. Meanwhile the strike went into its third week and rumblings began to be heard from irate parents afflicted with the 24-hour presence of their active youngsters housebound by thirty-below zero weather and an inordinate amount of snow.

Acceding at last to the demands of patience-exhausted parents as expressed in telegrams, telephone calls, and meetings held throughout the city, labor-minded Mayor Eric Hoyer called a meeting of all parties concerned in his office on Saturday morning, February 10. On the same day, irritated Governor Youngdahl called a similar meeting for Monday morning, declaring flatly, "The schools *must* open on Tuesday morning." Few people, however, believed that the miracle could happen which would open them for the sessions in the mayor's office brought into public light the seriousness of the differences that prevailed. It is possible that, could Mayor Hoyer's Saturday meetings have been extended indefinitely, some settlement could have been reached, but between adjournment on Saturday night and the reopening of the sessions on Sunday, the union representatives met and reaffirmed their adamant stand.

### The Governor's Ultimatum

It was an indignant, a demanding governor who sat before the representatives of the disputing groups on Monday morning, February 12. He rode roughshod over all parties, school superintendent, school board, union officials. His thesis was hammered home with his fist on his desk, *the schools must reopen tomorrow*. Tempers were short and physically tired bodies did not improve them. Governor Youngdahl proved his physical stamina by meeting with the groups and remaining on call in his office from 8 a.m. throughout the day and all of the following night. Arguments pro

and con were presented but little progress was made. The strain showed on everyone. Two board members wept at one point; one openly sobbed.

In the afternoon, to break the deadlock the governor submitted a proposal calling for a \$100 across-the-board increase for all teachers, a \$22.50 per month increase for janitors, and a \$12.50 per month increase for clerks. Supt. Putnam with difficulty sold this offer to the board, only after hearing the governor's assurance that the additional funds could be secured through increased state aids. The Central Labor Union's representatives approved the plan and the news went out over the air to a relieved city: "*A break has developed. Schools may open tomorrow!*" Mass meetings of all groups were scheduled for that evening and the governor waited in his office for word of action taken. There was little doubt what would be done, for CLU approval was considered tantamount to membership approval, the CLU being the official policy-making board of the unions, generally calling the signals. Therefore it was an astounded Central Labor Union board which late that night heard the news: the janitors and clerks had approved the offer; the teachers' unions rejected it decisively.

The governor received word of the rejection about midnight. Angered almost to the point of fury by this defiance by the union teachers, he immediately got in touch with Supt. Putnam and together they issued a statement which declared the schools opened on Tuesday morning. Principals were called out of bed at 2 a.m., to receive their instructions which boiled down were these, to open schools personally and to carry on with such teachers as presented themselves for duty.

### Schools Did Not Open

Tuesday morning's confusion amounted to chaos. Principals reporting for work found their buildings locked. Some did not even have keys and stood shivering in ten-below-zero weather with their pupils. When one high school principal got to the front door of his building and was told by a janitor that the building was locked, he meekly turned around and left, in spite of the superintendent's instructions to open the building and to keep it open. Union janitors shut off building heat and temperatures fell rapidly. In most buildings pupils were sent home as they arrived. Radio reports added to the confusion; schools were theoretically open yet pupils were being sent home. Striking teachers paraded in the arctic weather with their placards; often they were subjected to ignominious treatment from youngsters. Some children pelted them with chunks of snow; others made banners bearing such opinions as "Union teachers are crazy" and followed on the heels of the helpless placard bearers. In the elementary schools, where unionization has made few inroads, almost all teachers reported for work but cold buildings prevented classes from being held. At one elementary school, mothers organized to bring electric heaters to school to help heat rooms;

at the Minnehaha School mothers set up complete plans for carrying on the "work as usual," with mothers to serve as clerks, custodians, and teachers where necessary. One father volunteered to serve as building fireman. At Hiawatha school harassed principal Archie Green could only groan "Have not I troubles enough as it is?" when an irate father demanded entrance to the boiler room to turn steam into the building. By noon few pupils remained in any of the buildings.

### Citizens Fully Aroused

Perhaps those most astounded by the teachers' rejection of the proposed peace plan were the CLU people themselves. They had taken it as a matter of course that the teachers' union groups would approve their action. That was union policy. Calling the teachers' union officials before them on Tuesday morning they literally "took their hide off." Here was heresy which might well split the unions. Janitors wanted to go back to work; so did clerks. They threatened to ignore the teachers' picket lines and to heat the buildings. Angry Rufus Putnam and Luther Youngdahl declared the whole agreement abrogated and plans were made to operate the schools without union help. Throughout the city, meetings sprang up; aroused citizens demanded that union teachers and janitors alike be dismissed. Hundreds of substitute teachers were listed; neighboring St. Paul's substitute list was made available. Principals were instructed to open their schools on Wednesday and to keep them open, "come hell or high water."

It was a chastened group of teachers' union officials who met with the governor at 2 p.m. Tuesday afternoon and accepted the terms of

settlement. That they had learned their lesson well from the CLU was apparent. When the governor asked "Is it necessary that these people now go back to their groups for approval of their actions?" the CLU business agent shouted "No! This is it!" However, the presidents of both teachers' locals called their groups together on Tuesday night for routine approval; that they would reverse their decision of the evening before went without saying. On Wednesday morning banner headlines in the newspapers and frequently repeated radio announcements emphasized the reopening of schools with buildings warm and all teachers in attendance.

A shorter item almost unnoticed in one corner of the front page attested to the board's confidence in Rufus Putnam — he was offered a three years' contract at an annual salary of \$18,500. Thus ended the second major school strike in Minneapolis in recent years at the beginning of its fourth week of duration.

What were the gains and losses resulting from this strike? Certain it is that the legislature may now well enact an antistrike bill affecting teachers of the state, a type of class legislation abhorrent to many, which would otherwise never have been enacted. This alone will be a severe blow to all teachers of Minnesota and will indirectly affect the teachers of the entire nation. Also, animosities have been engendered within the system which will take a long time to heal, for groups have been pitted against groups and individuals against individuals. If some form of arbitration is provided for to deal with future crises — threats as well as to actual strikes — certainly stability and good will will be promoted. A look backward six months from now will present a much clearer picture.





# A New School District Is Born

*James W. Dent\* and Ferd. J. Kiesel\*\**

On December 8, 1948, the voters of the 13 separate school districts comprising the area known as the Mt. Diablo Union High School District voted to unify their schools into a single system embracing grades kindergarten through twelve. The study was made possible through the first state-wide program to modernize the archaic school-district system of California, under the legislative enactment of 1945.

The population of the Mt. Diablo district is growing at a tremendous rate. In 1943-44 the average daily attendance in the schools was 3004; in 1948-49 the attendance was 5531; in 1949-50 the attendance reached 6415. In October of 1950, the school population climbed to 8000. By 1951 the enrollment in the Mt. Diablo schools will be 10,000.

## Before-and-After Conditions

Before unification the expenditures per pupil in average daily attendance varied from one district, which spent \$550 per pupil with a tax rate of .053 per \$100 of assessed valuation, to another district which spent \$118 per pupil with a tax rate of .90. The assessed valuation of \$3,634 per pupil in one district compared with \$797,200 per pupil in another district. With unification this disparity in ability to pay for schools was removed. The assessed valuation per child after unification was \$8,122. The year before the District was unified, three of the most populous elementary districts found it necessary to vote tax rates beyond the legal maximum of .90 per \$100 of assessed valuation. These districts paid an elementary tax of \$1.50, \$1.568, and \$1.50 respectively, plus a high school tax of .767. Following unification, the combined tax rate for elementary and high school purposes dropped back to the legal limit. The combined tax rate for the first year of unification was \$1.69 — a substantial saving for taxpayers in the three most heavily populated areas. Two districts had no change in the tax rate, four had an increase of .10 or less, and three wealthy districts had greater tax increases.

\*District Superintendent of Schools, Mount Diablo Unified School District, Concord, Calif.

\*\*Assistant Superintendent of Schools, Mount Diablo Unified School District.

Before unification 41 school board members established the policies of the schools. Today, with unification, five board members — all experienced in school problems — conduct the essential business of the schools.

The administration of the schools was formerly under six district superintendents and six principals. No relationship existed between the educational programs of the elementary schools and the high school.

## A Complexity of Difficult Problems

The Mt. Diablo Unified School District has four population centers within well-defined rural areas. The district has an area of 150 square miles with good roads and relatively level ground. The elementary schools vary from a one-room school with 14 pupils to a 34-teacher school with over 1000 pupils. The high school has an enrollment of 1500 pupils. All elementary schools now include kindergartens. In the larger population centers, schools are of two types: (1) kindergarten through grade six, and (2) kindergarten through grade eight. Smaller schools include kindergarten through grade eight.

Unification brought with it many administrative problems. Some of these required immediate solution; others took considerable study before solutions could be attempted. It is the purpose of this article to discuss a few of these problems and the steps taken toward their solution.

## Organization of the Administrative Services

The problems confronting the board in setting up the administrative service policies were many. The newly adopted rules and regulations affecting the members of the board follow sound administrative practice. The membership, election, and term of office are fixed by law. Meeting dates have been set, procedures have been clarified, and duties and responsibilities of board members have been enumerated.

The duties and responsibilities of the superintendent of schools have been defined. Direct responsibilities for building maintenance, school-bus operation, and purchasing have been delegated to the assistant superintendent

in charge of business. A committee consisting of the superintendent, the business manager, and members of the county superintendent's staff have developed the routines of the business office.

Policies relating to home teaching, special service personnel, and special education are being co-operatively studied by parents, teachers, administrators, and board members.

## Problems Relating to Certificated Personnel

The Mt. Diablo board adopted the policy of providing a well-articulated education program, from kindergarten through the twelfth grade. The board has accepted the principle that the superintendent of schools is the chief executive officer of the board. The superintendent was chosen after professionally recognized criteria had been set up.

One assistant has been employed to give leadership to the instructional program on all levels. Other administrators have been assigned to specific schools.

As most of the district superintendents and principals in the Unified District were previously employed by the school boards of the original school districts, a definite change in their status was necessitated. These administrators have complete responsibility for the operation of their schools. Each school principal takes part in and is consulted in all matters which pertain to his school. All principals assist in modifying the policies of the district and take part in the selection of employees to be assigned to their schools.

An administrative-salary schedule has been adopted by the board. This was developed by a committee of principals and takes into account the training and experience of the administrator and the size of his school. No differentiation is made between the various levels of education.

An in-service training program has been inaugurated for the administrative staff. Emphasis in this in-service training program is on supervision of instruction. As a part of this program, a workshop based on the needs of the principals and developed by the members of the staff has proved to be extremely valuable.

## Improving the Teaching Personnel

During the first year of unification, supervision was furnished on a part-time basis through the office of the county superintendent of schools. Due to the rapid growth of the district, it soon became apparent that there was a need for additional assistance for teachers. This need was studied and two full-time general supervisors, an attendance and child welfare supervisor, and a guidance co-ordinator were employed. The services of the county superintendent's office are available on a consultant basis.

The supervisory program is centered around the needs of the teachers and is in a developmental stage. As a means of unifying the educational program, the two general supervisors are assigned to all schools and alternate





The entire program of reconstruction of the Mt. Diablo Unified Schools has had the judgment and approval of the board of education. The enormous program proposed by the professional administrators has been fully considered by Harmon Welsh, Mrs. Doris Loveridge, Chairman Oscar Larson, Superintendent James Dent, Mrs. Ethel Wiget, and Arnold Bjork.

between the lower- and upper-grade levels. **Weekly meetings** are held with the administrative staff to lay the foundations for the long-term supervisory program. Supervision in the Mt. Diablo schools is conceived as a service function, and supervisors are not asked to evaluate teachers for re-employment.

One of the most difficult problems facing the school district is that of obtaining and developing outstanding teaching personnel. The district has many fine teachers, even with the competition of near-by larger and wealthier districts such as Berkeley and Oakland. One of the first problems attacked was the correction of the great inequities in salaries which existed between high school and elementary personnel, as well as between adjoining elementary districts. Prior to unification, a teacher in one district received \$500 more than a teacher with the same experience and training in another district. A committee of board members, administrators, and teachers has developed a single salary schedule for all teachers. No teacher receives less salary and many have received substantial increases. Criteria used were previous training, teaching experience within and outside the district, military service, and professional growth through university courses or travel. The salary schedule is administered by an evaluating committee consisting of the superintendent, a high school principal, an elementary principal, and three teachers.

Another committee of teachers has studied the problem of evaluation of instruction. The committee recognizes that many qualities considered essential in a good teacher do not lend themselves readily to complete measurement. A guide has been developed to be used co-operatively by teachers and administrators with the idea of promoting professional growth of teachers, and not merely for the

purpose of eliminating marginal teachers. The primary function of the guide is to provide a basis for the conferences between teacher and administrator, in which strengths and weaknesses may be discussed. It is to be used for overcoming shortcomings in personal qualities and teaching techniques. Personal qualities, class management, teacher-pupil relationships, techniques of teaching, knowledge of subject matter, professional attitude and growth are checked as either superior, above average, average, or below average. Provision is made for noting assistance given the teacher for improving her work. Self-evaluation is stressed.

#### In-Service Training Provided

Considerable study has been given to the in-service training of teachers. Three near-by colleges have established extension classes to meet the needs of our teachers, and to aid them mount the professional-growth hurdles in the salary schedule. A near-by college has set up a summer school on the high school campus for teachers in the district. In addition, we have workshops, professional meetings, and participation in curriculum reorganization to provide teacher improvement.

A well-planned indoctrination and orientation program for the 69 new teachers employed by the district in 1950-51 has helped to pave the way for their assimilation into the school system. This program, planned by teachers and administrators, included a tour of the district, a luncheon, opportunity to meet other teachers informally, district-wide teachers' meetings, faculty meetings, and the teachers' institute.

Other problems relating to teacher personnel which confront the Unified District include proper grade and school assignment, housing

of new teachers, and the organization of a professional teachers' association. The district has successfully met these problems.

#### Problems of Noncertificated Personnel

Problems relating to the noncertificated personnel have been tackled with vigor. Salary schedules, with credit for experience and war service, have been drawn up for secretaries, custodians, maintenance men, bus drivers, and cafeteria employees. An in-service training program for custodians has been established. New policies have been set up for fixing responsibilities, time scheduling, absences, and vacations. The summer-maintenance program has been taken care of through work crews drawn from the custodial staff.

#### Problems Relating to Lay Personnel

During the campaign for unification, a number of citizens opposed the plan because they feared that the schools would become too far removed from the people. The administrators, realizing the importance of having the citizenry solidly behind its schools, are developing a three-point program of public relations:

1. Interpreting the schools to the public.
2. Keeping the officials and employees in touch with community and school conditions.
3. Keeping abreast of the attitudes of the public toward the educational program.

To assist in interpreting the schools to the public, the district has made use of the local broadcasting station. Questionnaires were sent to a representative sampling of parents to determine what they wished to know about their schools. A series of broadcasts based upon the replies to the questionnaire study was prepared. The theme chosen for this series

was "The Lay Public Visits the Schools." Each program, one-half hour in length, was introduced by a layman who told of his actual experiences while visiting the schools. Successive programs were devoted to reading, language, arithmetic, commercial subjects, music, vocational arts, and democracy.

In addition to the radio program, administrators and teachers meet with parent groups, service clubs, and other organizations, and attempt to clarify for the public the work of the schools. They use panel discussions, forums, and addresses. Positive public attitudes are developed through good teaching practices, good pupil-teacher and teacher-parent relationships.

### Reporting Plan Improved

Since the several elementary schools in the district had different methods of reporting to parents, an attempt was made through a committee to develop a uniform policy of reports throughout the district. Some schools had been using parent conferences, other had been sending home report cards, and still others had used a combination of methods. A temporary plan of parent conferences was suggested. Whatever method of reporting is used, understanding, co-operation, and the creation of good will between the home and the school must be the outcome. The school has the responsibility of informing each parent of his child's growth as well as acquainting him with the educational purposes of the schools. The committee, recognizing the need for a gradual change in methods of reporting, recommended the following steps:

1. That there be four report periods during the year
2. That a written report be used at first for those schools which had not used the conference method
3. That all schools train the teachers in preparation for parent-teacher conferences, to supplement the report cards
4. That kindergartens begin to use parent-teacher conferences immediately
5. That the use of parent-teacher conferences be advanced one grade each year until the program is in effect in all the elementary grades

Individual report cards for kindergarten, primary, and elementary grades have been devised. Parents report on the health and social habits of their children, and teachers report on growth in social relationships and in skills and knowledge. Supplementing these reports is a one-page statement relative to the social, physical, and mental characteristics of the child at various age levels, and suggestions to the parent to assist the child.

### Problems of Schoolhousing

The Mt. Diablo District is growing rapidly. The enrollment in September, 1950, was 1700 above that of the corresponding month of 1949. Today, more than 4500 children are attending school only half a day, many in

churches. Some of the classrooms are make-shift, inadequate, and basement rooms. Only one of the elementary schools has a cafeteria, and only two have auditoriums. Children are being transported more than ten miles from overpopulated areas to schools which are not crowded.

The district is expanding the school facilities as rapidly as possible. In December, 1949, a bond issue for \$3,200,000 was passed—\$1,000,000 for a new high school, the remainder for elementary schools. Plans for the high school are now on the drawing boards. All schools have been planned by committees of teachers, administrators, board members, and lay personnel. A study has been made by these committees of the children, the community, and the economic and social background of the parents. To assist further in the planning, a statement regarding the philosophy and objectives of the educational program has been evolved. The school plants are being built to implement the curriculum so developed.

The state has allocated \$5,000,000 of its state school building aid fund to Mt. Diablo for the construction of elementary schools. The state money, together with the 1949 bond funds, will be used to construct seven new

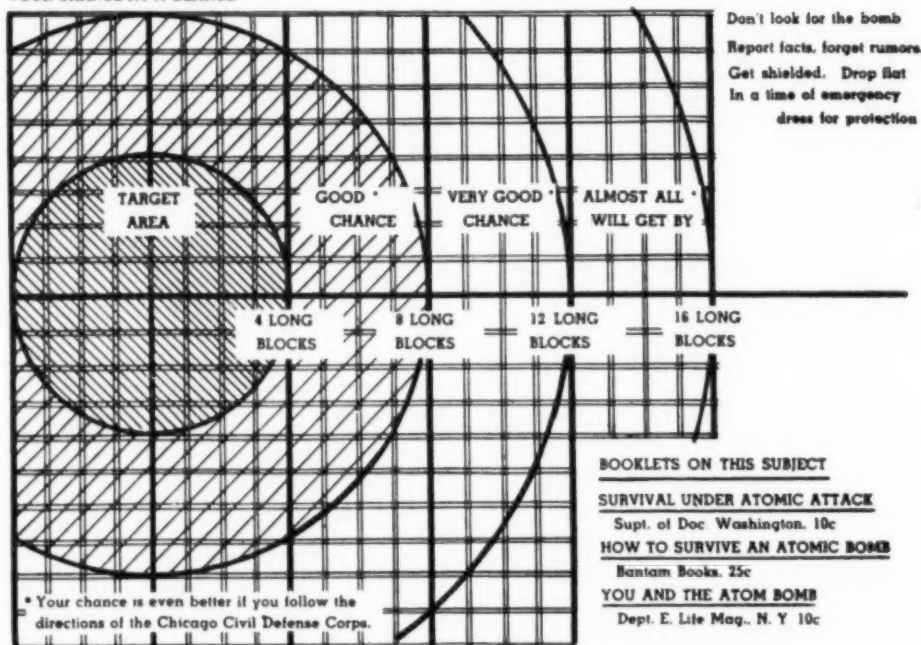
elementary (K-6) schools and two new upper-grade (7-8) schools, plus additions to 10 of the existing schools.

In view of the great population increase which has cut across the old district boundary lines, one wonders how a long-range building program of this magnitude could have been planned for efficiency and economy if the districts had not been unified. The benefits of unification are many, and one of the most obvious is the proper location of school sites.

The district has been faced with many other difficult problems, such as the organization of business services, the evolvement of an adequate insurance program, the transportation of over 4000 children, the development of the curriculum, and the adoption of sound educational policies. A fine start has been made on all of these problems, but there is much more to be accomplished. The challenge is there. We feel that the Mt. Diablo Unified Schools can meet this challenge; but it can meet it only if board members, administrators, teachers, and lay personnel continue to work together. The foundation has been laid. The type of educational structure to be built depends upon the solution to the many problems presented. Unification has so far met the test. Will it continue to do so?

## SHOULD AN A-BOMB FALL

YOUR CHANCE AT A GLANCE



The above chart is reproduced from "Should an A-Bomb Fall"—the timely booklet published by the Chicago Civil Defense Corps and distributed to one and one-half million homes—was prepared by the Division of Curriculum Development of the Chicago Public Schools in co-operation with the Education and Training Committee of the Chicago Civil Defense Corps.



# School Exemptions in New York State

Robert A. Van Auken\*

A state-wide school attendance survey completed last year by the New York State Education Department devoted considerable attention to children who are exempted or excluded from school attendance. The children involved are those who by virtue of their mental or physical handicaps are unfit for regular school attendance. There are many of these unfortunate children in New York State. They are recognized in the Education Law (Section 3028) which states that a minor "shall be required to attend upon instruction only if in proper mental and physical condition."

The decision that a child is unfit to receive instruction is such a grave responsibility that only qualified physical and mental examiners approved specifically for this purpose by the State Education Department may recommend exemption. Two examiners must concur in their recommendations of exclusion which must be for not less than six months and for not more than 12 months. At the end of 12 months one qualified examiner may renew the exemption for one year if the condition still warrants. If such renewal is not made, the child must enter school. There is no way of permanently exempting any child in New York State from school attendance.

It is evident that every statutory precaution has been taken to safeguard the interests and well-being of the child and to assure him of his right to a free education. However, an examination of records of exemption on file at the State Education Department indicates that there are children of compulsory attendance age who are neither in school nor exempted from attendance, that children who are physically and mentally normal are probably being excluded from school, that some school administrators have been lax in complying with the exemption procedure.

## Number of Children Excluded

In 1947, as many as 444 children were reported to the State Education Department as excluded in 57 New York State cities, 172 in 99 villages, and 1175 in the rural districts. When these exclusions were compared with the total number of children of compulsory school attendance ages in these districts, it was found the number of exemptions per 1000 was about the same in the cities and villages. However, the exclusion rate was 2.2 times as high in the rural areas as in the cities and villages. The significance of this difference is

not clear. The cities and villages may not be exempting enough children; the rural areas may be exempting too many.

Exemption rates were also determined for each age level from 7 through 15 for the cities, villages, and rural districts. Variation in rates of exemption by age levels was not large except for age 15. In the cities the proportion of 15-year-olds exempted was twice as large as any other level and over three times as large as most age levels. The exemption rate of children 15 years of age was about twice as high for city children as for village or rural children. This difference cannot be attributed to earlier marriage in the cities because exclusions as the result of marriage were not included in this part of the study. The high exemption rate of 15-year-olds may, however, result from exclusion of children who are physically and mentally normal, but who are "trouble makers." Some schoolmen may be all too willing to solve their problem cases by getting rid of them. This, of course, is not the intention of the exclusion law.

## Variation in Numbers Excluded

The number of exemptions per 1000 children in each of the cities and villages also presents an interesting picture. The average rates of exemption were almost identical in the cities and villages, 1.415 and 1.414 per 1000 respectively. However, in 1947 one city exempted 24.4 times as many children per 1000 as did another. The exemption rate of Rochester was 7.3 times greater than Albany, 9.5 times greater than Buffalo, 3 times greater than New York City, and 3.1 times greater than Syracuse. It might be thought that Rochester exempts an excessive number of children, but it should be borne in mind that Rochester has one of the most complete pupil-personnel programs in the state and has what are commonly considered excellent facilities for the care of handicapped children.

Part of the explanation for the much higher exemption rate in some communities than in others may be found in the child accounting practices used. Some cities and villages can account for most children of school census age in their districts. When a handicapped child is found, he is placed on the census records and exemption papers are made out. Other districts do not do nearly so well in discovering all the children in the district, especially the handicapped, who never enroll in school. This is borne out by a part of the study which attempted to discover every

handicapped child in one of the major cities of the state and in two of the adjoining supervisory districts. The total number of handicapped 6 through 15 years of age discovered in the city was 1762. Of this number 58 were of compulsory attendance age, but were not receiving school or approved home instruction. Exemption papers were on file at the State Education Department for 65.5 per cent of this group. The two supervisory districts fell far short of this percentage. One had 14 handicapped children of compulsory attendance age, 12 of whom were neither receiving instruction nor were exempt. The other district had 19 such children of compulsory attendance age who received no instruction; none of these was exempt. This would indicate that there may be many handicapped children not attending school who are not known to the school authorities, or that, if known, no one has bothered to have them exempted from compulsory school attendance.

## Exemption Failures in Small Communities

No child may be legally exempted from school attendance until he has been examined by two qualified examiners and found incapable of attending school or profiting from instruction. The fact that such examination has been accomplished must be reported to the State Education Department. Of the 444 exemptions listed on the 1947 census and enrollment reports by 57 cities, 41 children (9.2 per cent) had not been reported as exemptions to the State Education Department. The census and enrollment reports of the villages indicated that 242 exemptions should have been on file in the State Education Department. Of this number, 148 were without notification that the required physical and mental examinations had been given. This was a failure in the villages to follow the established exemption procedure in 61.2 per cent of the cases. The corresponding figure for the rural districts was 65.7 per cent.

A further illustration of failure to properly accomplish school exemptions may be found in the supervisory districts. One district selected at random reported 22 exemptions on its annual census and enrollment report. Examination of these cases revealed that one child was less than 6 years of age, two were over 15 years of age, and one was excluded because of marriage. None of these cases required formal exemption. Of the remaining 18 for which exemption was required, only five

(Continued on page 81)

\*Director of Research, Schenectady Public Schools, Schenectady, N. Y.



## Vigorous Convention

### Emphasizes Growing Influence of National and State School Boards Associations *Edward M. Tuttle*

Official delegates and board members from 30 states met in Atlantic City in mid-February at the annual convention of the National School Boards Association. For two days they took stock of the school boards association movement, in the states and in the nation, and found it good. On every hand there was evidence of vigor and growth. Equally evident was the need for a continued and ever increasing strengthening of American public education in these critical times.

The convention was called to order by its president for the past two years, J. Paul Elliott of Los Angeles, who focused his opening address on the convention theme, "Public Education—Bulwark of American Democracy." Warning that "we face today the stark realization that during this generation the fate of mankind will probably be determined, either in favor of abject slavery and the destruction of democratic principles, or in the survival of the principles of real democracy and the establishment of a world of real peace," Mr. Elliott called upon the public schools to appraise the menace of communism. "There must be a change of emphasis in the educational objectives of our schools," he declared. "First emphasis must be given to a forceful, vigorous, constructive, and convincing program of training in the basic principles of our society of free men. \* \* \* We must be sure that our youth understand the evil threat of communism and the enslavement which its leaders would impose on the peoples of all the world. \* \* \* I call upon every leader in public education, both school board members and school administrators, teachers and citizens, to crusade in this fight against communism by insisting that the educational facilities of America be recognized as of first importance, second only to the essential military needs in this crisis."

#### Growing Emergency in the Schools

So important did the board members consider the relationship of the schools to the national and world crisis that one entire session was devoted to an analysis of the current situation and to suggestions as to what can be done about it. Speakers at this session

included Dr. Buell G. Gallagher, special consultant to the U. S. Commissioner of Education, Dr. Willard E. Givens, executive secretary of the National Education Association and chairman of the National Conference for Mobilization of Education (MOE), Dr. James L. McCaskill, co-ordinator for MOE which represents some 82 national organizations in the field of education, and Claude E. Hawley, liaison officer from the U. S. Office on manpower problems in relation to schools and colleges.

Speaker after speaker expressed the feeling that we face a long period of tension and emergency controls, lasting perhaps for a generation. This means that we cannot neglect the needs of our schools in the expectation that the neglect will be temporary and that we can catch up later. That was the theory which was followed during World War II, and we are still struggling to catch up with the shortages then incurred. No less an authority than General Dwight D. Eisenhower has recently said that:

**To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses. \* \* \* Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress.**

But to date, there has been little disposition on the part of governmental agencies controlling the national economy to give more than lip service to the essentiality of education. After describing the various "defense" agencies from the top down, including the Office of Defense Mobilization (ODM) under Charles E. Wilson, the Defense Production Administration (DPA) under William H. Harrison, and the National Production Authority (NPA) under Manly Fleischman, Dr. McCaskill whose position with MOE enables him to keep closely in touch with current policy told the school board convention:

"Nowhere in NPA has there been found an official who has any sympathetic understanding of the problems related to educational need. Efforts to inform these officials about

#### NEW PRESIDENT NATIONAL SCHOOL BOARDS ASSOCIATION



Frank Harris Trotter, newly elected president of the National School Boards Association, is commissioner of education and health (an elected office) of the city of Chattanooga, Tenn.

He is a graduate and holds a master's degree from the University of Tennessee, and has done advanced educational work at the Asheville Normal School and George Peabody College for Teachers. He has served as teacher and principal in various eastern Tennessee schools. For many years he has been active as a representative of teachers' organizations in legislative and other public work, and has been the guiding spirit in the Tennessee School Boards Association.

the effects of shortages on the educational program seem to have made little or no impression.

"Meanwhile, school construction has slowed and halted in many parts of the country, and school suppliers report alarming gaps in production.

"By the opening of school year 1951-52, the disastrous neglect of educational need will be felt keenly by the nation's schools. More children will have to go on part-time schedules, more substandard and unsafe classrooms will have to be used, and it is quite possible that many children will not be able to enter school simply because there will be no available classroom space for them. \* \* \* If the present attitude persists in NPA, the resulting damage to education can assume the proportions of a major national scandal. NPA's refusal to consider the importance of education is equivalent to deciding that the American people do not consider education essential in time of stress. This is a decision that NPA has no right to make and should be reserved for the duly elected representatives of the people."



**Officers of the National School Boards Association.**  
**Standing:** Robert M. Cole, treasurer, Springfield, Illinois; Edward M. Tuttle, secretary, Chicago; Clifton B. Smith, first vice-president, Freeport, New York. **Seated:** J. Paul Elliott, retiring president, Los Angeles; F. H. Trotter, incoming president, Nashville, Tennessee.

### Need for Action

Answering his own question as to "What can be done about it?" Dr. McCaskill went on to say, "The only possible solution seems to rest upon a clear presentation of the facts to the American people. It is my honest conviction that the administration, from the President right down to the Commissioner of Education, has been kept purposefully ignorant of education's dependence on NPA for any future progress.

"The President, the Commissioner of Education, and some members of Congress are going to have to become sufficiently informed and aroused to demand that NPA, or DPA, or ODM, or a higher policy level, if such there be, give more than lip service to educational need.

"The only way I see for that to be done is for at least some of the people to demand that it be done. \* \* \* We are now quite sure that the solution of the problem is beyond the efforts of those of us who represent education in Washington. I am convinced that

nothing short of national alarm over the serious threat to America's whole program of education presented to Congressional leaders will bring about any change of attitude in NPA."

Acting to do what it could to carry out Dr. McCaskill's suggestion, the National School Boards Association, at its business session, authorized its executive secretary to send the following telegram to the President of the United States, to Charles E. Wilson of ODM, and to Dr. Earl J. McGrath, U. S. Commissioner of Education:

**The National School Boards Association in Annual Convention in Atlantic City, February 17, 1951, unanimously adopted a resolution urging "that the need for adequate materials for necessary new schoolhouse construction and for the maintenance of present school buildings be given priority second only to the requirements of the military." Letter will follow.**

Other official action taken by the Convention in connection with the national emer-

gency "heartily endorsed the work being done by the National Conference for Mobilization of Education in the interest of national security," and urged "that all agencies dealing with the manpower problem develop a policy which will insure (a) the continued strength of our present educational systems, and (b) the continued training of the professional personnel needed to safeguard both the educational and the health requirements of the American people."

### Support for National Board of Education and Federal Aid

Among other resolutions adopted by the N.S.B.A. delegates were the following:

"That the National School Boards Association favors the U. S. Office of Education being made an independent agency of the Federal Government directed by a National Board of Education composed of laymen. This board should have power to appoint the U. S. Commissioner of Education, and to establish policies for the operation of the agency."

"That further Federal Aid be provided to the States for educational services, in tax supported public schools, to help equalize educational opportunity, the control to rest by or in the separate states; the issue of auxiliary services to be considered on its merits in separate legislation."

### Banquet Speech Convention Climax

The 1951 Convention of the N.S.B.A. concluded with the most largely attended and enthusiastic banquet in the association's brief history. Two hundred twenty-six persons, chiefly board members with a sprinkling of guests, gathered in the Rutland Room of the Haddon Hall Hotel. Retiring president J. Paul Elliott presided with great geniality and presented the incoming president, F. H. Trotter, who made a few appropriate remarks. There followed a program of magnificent singing by the Atlantic City Senior High School Choir under the direction of Miss Elsie C. Mecaskie who had already charmed the school board members by leading them in group singing preceding two of the convention sessions. Mr. Elliott then introduced a number of platform guests, among them William C. Bruce, editor of the *AMERICAN SCHOOL BOARD JOURNAL*, Dr. John H. Bosshart, New Jersey State Commissioner of Education, Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools, and finally Supt. Alexander J. Stoddard of Los Angeles, the speaker of the evening. Dr. Stoddard, speaking in large part extemporaneously and inspired as he said by an audience of school board leaders from all over the nation, gave an address that will live long in the memories of those who heard it.

Using the title "Our Country Calls Its Schools" Dr. Stoddard said, in part: "Schools can make the difference between the life and death of our country. They must not fail. \* \* \* The nation will ask of our million



teachers that they distinguish between two types of communication, propaganda and education. \* \* \* We must teach greater loyalty. We cannot go through this crisis with wobbly Americans. Loyalty thrives as it is applied in ever widening circles. Thus we can be loyal to our country and also to the United Nations. \* \* \* Freedom is not something that somebody else gives you. You have to find freedom for yourself and it is always marching on ahead. Freedom is a precious thing, a thing of great price. The price is self-discipline and sacrifice. We've learned to swim in the sea like fish; we've learned to fly through the air like birds; how long will it be before we learn to stand on our feet and walk like men?"

### Tennessee Man Elected President

The new president of the National School Boards Association for 1951 is F. H. Trotter of Chattanooga, Tenn., president of the Tennessee School Boards Association for the past four years. Mr. Trotter is widely known among N.S.B.A. delegates and enjoys the confidence and good will of school board leaders everywhere. Clifton B. Smith, a past president of the New York State Association, was elected first vice-president and Robert Gustafson, Colorado past president, becomes second vice-president of the N.S.B.A. New directors for three-year terms are Dr. Taylor T. Hicks, Arizona president, and O. H. Roberts, Jr., president of the Indiana School Boards Association. Elected a director for two years to fill a vacancy is William B. Grove, president of the Pennsylvania Association. Holdover directors include Myron W. Clark, Minnesota past president, Dr. Ray K. Daily, Texas past president, and J. G. Stratton,

vice-president of the Oklahoma Association. All of the above, with J. Paul Elliott as immediate past president, constitute the executive committee of the N.S.B.A. Ex-officio members of the committee, without vote, are the three honorary past presidents of the National Association, Mrs. I. E. Porter of California, Arthur J. Crowley of New York, and Dr. D. J. Rose of North Carolina.

### Next Year's Convention in St. Louis

At a meeting held immediately following the close of the N.S.B.A. Convention, the new executive committee voted to hold the 1952 convention just in advance of the most centrally located of the three regional meetings planned by the American Association of School Administrators next year. While no formal announcement by the A.A.S.A. will be made until May, it has been learned that the central regional meeting will probably be held in St. Louis, February 24-27. Accordingly, the time and place for the next annual convention of the National School Boards Association can be set as February 22-23, 1952, in St. Louis. School board members, mark this on your calendars, and begin making plans to attend!

### South Carolina Organizes the 41st State Association

Following a preliminary meeting in November, at which temporary officers and committees were selected to organize a South Carolina Association of School Trustees, the first annual meeting of the association was held in Columbia, S. C., on February 28.

On the program, by invitation, were Dr.



Harley W. Anderson

MR. ANDERSON has resigned as secretary and business manager of the Kalamazoo, Mich., schools to become full-time secretary-treasurer of the Association of School Business Officials.

He has been chief business executive in Kalamazoo 37 years, and has been part-time secretary-treasurer of the School Business Officials since 1946. After July 1, he will open an office in his home city to carry on the work of the Association.

D. J. Rose of Goldsboro, N. C., a former president of the National School Boards Association, and the national executive secretary from Chicago headquarters. These men congratulated the school trustees of South Carolina on acting to become the 41st state to organize a school boards association, and offered the experience of other states in planning for such matters as membership, finance, a permanent secretary, publications, regional meetings, and the like.

It was brought out by other speakers at the meeting, including State Supt. Jesse T. Anderson and Representative James A. Spruill, Jr., of the House Committee on Education, that South Carolina is on the threshold of its greatest forward movement in public education. With the wholehearted support of the Governor, James F. Byrnes, and with the co-operation of a legislature generally sympathetic to the critical needs of the schools, a three-point program has been proposed and already has passed the lower house involving \$75,000,000 of state aid for school construction over a period of years, substantial improvement in the minimum salary schedule for teachers, and increased aid for pupil transportation in larger, reorganized districts. To insure the necessary funds for such a program, the adoption of a 3 per cent sales tax is proposed and seems likely of passage.

NOTE: Permission is granted to State School Boards Associations to reproduce the foregoing article, in whole or in part, provided acknowledgment be given to the SCHOOL BOARD JOURNAL.

## WE FACE OUR ARMAGEDDON

*Marching down to Armageddon, brothers, stout and strong!  
Ask not why the way we tread on is so rough and long!  
God will tell us when our spirits grow to grasp His plan!  
Let us do our part today, and help Him, helping Man!*

— SIR EDWIN ARNOLD

"Armageddon" is the last great struggle in the world between right and wrong, between good and evil. Whether or not the struggle now going on between our democratic concept of government of, by, and for free men and the communist doctrine of life and death control of the many by a self-chosen few is to be the world's Armageddon, we cannot know. But at least we do know that it is the Armageddon of our lifetime. Accordingly, we must meet it by helping our fellow men from day to day, without complaint when difficulties rise or we grow tired, with faith that a Divine Providence will ultimately reveal the purpose behind it all. None among us possess greater opportunity so to help their fellow men than do the school boards which provide democracy's creative instrument for teaching its people, young and old, to live as responsible citizens in a free society. — E. M. T.



### THE OGLESBY CASE

THE NEA investigating committee which took evidence in the so-called Oglesby, Ill., school case, has made a report that deserves study for the administrative lessons which it suggests in the important area of school board-superintendent-teacher relations.

The disorders growing out of the Oglesby school board's expressed determination not to reappoint a probationary teacher considered by the superintendent to be unqualified, continued from the early spring of 1949, through the summer, and into the late fall. It will be recalled that the entire community of 4000 people, as well as the schools, were thrown into turmoil. Bitter protests of the local teachers' union, claiming that the board had insufficient cause for dismissing the teacher, brought the area's central labor body into the fight. The annual teachers' workshop and on opening day the schools themselves were picketed. The union teachers, acting on the plea that they could not cross a picket line, engaged in a "work stoppage." The last of an endless series of meetings and conferences was called by the board on September 6, in a final attempt to settle the difficulty. At this meeting an unruly throng which had gathered in the corridors and outside the school building, combined with alarming statements of labor union representatives, caused the board members to fear serious personal violence. While the union teachers have since claimed that the crowd was not threatening, the four majority members did become panicky, and in a turn-about vote re-elected the teacher. The next day, in a further effort toward peace, they resigned from the board. Subsequently, they were induced to run for re-election on a "law and order" ticket but were defeated by a "union" slate of candidates. For the superintendent who had stood steadfast in his original recommendations, the difficulties with the new board continued until June, 1950, when he resigned. The Report concludes that "at present the teaching profession generally regards the Oglesby school system as an unprofessional place in which to work."

The NEA Report by implication suggests that any school board which feels the necessity of dismissing a teacher, except for serious personal failure or misconduct, will be in trouble unless there is a clear-cut record of good practice in employing

and supervising the teacher, notifying her early of her shortcomings and failures, and giving her all help needed for success. Anything less will not only make a dismissal difficult; it may actually turn the tables and put the superintendent and the board on trial. Finally, where dismissal is unavoidable, all steps in the process must be taken carefully and according to law, and the public relations effects must be anticipated and dealt with.

On the positive side, the Oglesby case suggests that the board of education must be made up of men and women who have a standing and have deserved the respect of the community by reason of their personal integrity and achievements. In legal charge of the school system, they must enhance the community's respect of themselves, and especially the respect of the leaders in the major social, economic, and political groups, by sound leadership and policy making that continues to result in an effective school system, amply financed, democratically run, professionally supervised, and taught by a competent staff. The community's full respect and support of the board cannot be continued unless the board has in turn built up the respect and loyalty to the superintendent by the teachers and the community. This can be done only by democratic sharing of its policy making, by mutual co-operation and sympathy, and by careful insistence upon competent service on the part of its professional executives.

### KEEP ON BUILDING SCHOOLHOUSES

A REPORT of facts gathered by the U. S. Office of Education and issued over the name of the Office-sponsored Citizens Federal Committee on Education, indicates the need for the vigorous prosecution of local school plant programs during 1951. This is urgent in spite of the public interest directed to national mobilization and the consequent difficulties of obtaining building materials and construction services.

The report, which outlines what happened to school plants during the past 25 years, argues bluntly that we will need at least 50 per cent more classrooms over the next ten years than we now have. By 1959-60, 270,000 new classrooms will be needed for increased enrollments in grades one to twelve, 150,000 for necessary re-placements, 60,000 for reorganized school districts, and 40,000 for kindergartens and grades 13 and 14. The total cost of this number of needed classrooms will be \$14,040,000,000, an expenditure which the report terms "an investment in America."

Present indications point to no early trend toward lower building costs, easing of materials markets, or better labor supplies. In communities where buildings are needed, it is the part of wisdom to continue making preliminary studies, and to go forward with contracts for construction.

### SCHOOL BOARD RULES

A NEW England school board was embarrassed recently when a member called attention to the fact that a proposed action was contrary to a rule adopted some five years previously and never rescinded. Discussion brought out the fact that no complete statement of the board's policies and rules was available; that actions were frequently taken in conflict with vaguely remembered rules or resolutions; that the board badly needed a set of rules and regulations based on correct administrative principles.

A city of 20,000 population certainly has school business which warrants a code of rules and a well-considered statement of policies relating to the functions of the board, of the superintendent, and of the professional supervisory staff. Such a code should definitely set up the responsibilities of teachers and pupils, and of the non-teaching employees and should provide definite salary schedules, business and financial procedures. As a matter of sound procedure the rules should be reviewed annually and changes and additions should be made only in harmony with sound principles and techniques of school organization and management. Perhaps the formal re-adoption of the rules at the annual meeting of the board will help impress on the entire school group the importance of doing things in the right way.

### SPECIFIC AND METICULOUS RULE

Pupils were strictly separated in their use of school entrances back in the nineties of the past century, in the Pewaukee, Wis., public school. Writing in *The Clearing House* about early school conditions in the school over which he now presides as principal, Harold Holseth quotes this rule found in the 1890 school register:

No scholar attending school who is classed in either of the rooms upstairs, i.e., the grammar or high school room, shall, without permission from the principal, or his department teachers, use or go upon or through or into, either the side doorstep or stoop or the side door; or pass through or stand in the lower hall, except in case of the hall, as shall be necessary in order to go from or to the front door or most public entrance to or from his own room. Nor shall any scholar from the lower rooms, viz., the primary and intermediate, use or stand upon the front steps or stoop, or use or pass through the front door or the stairway or upper hall, except by similar permission. By act of the Board.

# A COMPLETE ELEMENTARY SCHOOL

*Paul R. Brown, Ed.D.\**



The Colonial touch marking the main entrance is particularly fitting in Linden which has a long Colonial history.

The new Myles J. McManus Elementary School, which cost \$1,800,000 to build and equip, has been added to the Linden, N. J., public school system. On the basis of cubic contents, the cost was slightly more than

\*Superintendent of Schools, Linden, N. J.



Street View, Myles J. McManus School, Linden, New Jersey.

86 cents per cubic foot. The school was designed by Leslie M. Dennis, architect of Elizabeth, N. J.

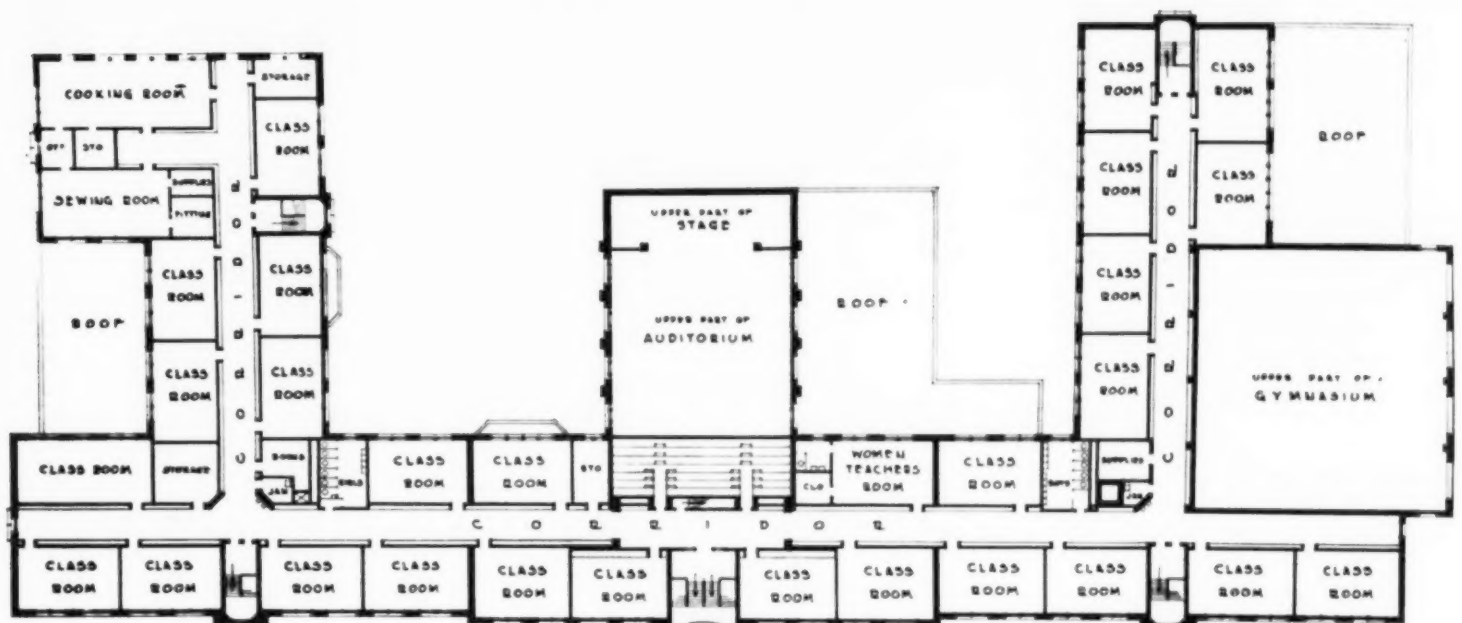
The building is two story, red brick, colonial in style, and has a frontage of 427 ft. A bird's-eye view gives one the impression of looking down on a large capital letter E. The wing on the right side is 182 ft. long and the wing on the left side is 173 ft. long. The auditorium is the center of the E and extends 75 ft. to the rear. The building is located on a plot of ground containing seven and one-half acres.

There are 32 classrooms for academic subjects, 5 on the first floor and 27 on the second. These are all equipped with individual, movable desks and chairs, bookcases, and project tables, all in blond maple finish. One of the classrooms for each grade level is equipped with lightproof draperies and shades for use in the visual education program.

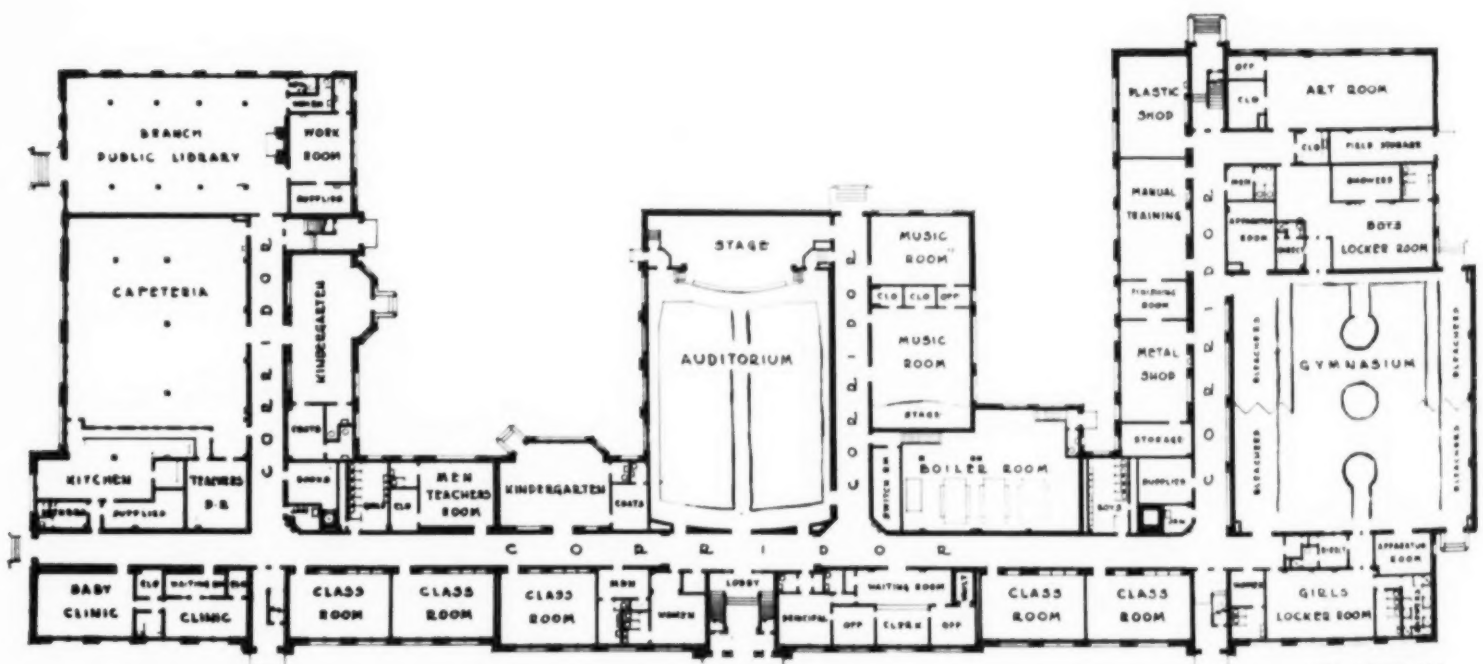
There is a branch of the Linden Public Library which is well equipped as both school library and adult neighborhood library. The room is well lighted and the ceiling is soundproof. A beautiful fireplace, which is lighted

for special occasions, is located at the far end of the room. The library may be entered from the school during school hours or from an outside entrance at other times.

The cafeteria and kitchen are equipped to serve complete meals for adults at conferences, as well as regular school lunches for the pupils. The tables and chairs used by the children are of different heights to accommodate the varying sizes of the children. The sinks, counters, tables, and refrigerators are constructed of stainless steel and are especially designed for heavy school duty.



SECOND FLOOR PLAN



FIRST FLOOR PLAN

LESLIE M. DENNIS, ARCHITECT

Floor Plans, Myles J. McManus School, Linden, New Jersey. — Leslie M. Dennis, Architect, Elizabeth, New Jersey.





The women teachers room is attractively fitted with modern furniture. The art room, which serves also for music groups, has movable furniture and ample built-in cabinets.



The music room serves also for class dramatizations and other project work. The sewing room of the domestic science suite has furniture finished in ivory in order to provide ideal seeing conditions.



The woodworking shop is fitted for the use of hand tools only. Gleaming stainless steel fixtures of the most sanitary type are featured in the kitchen.



The gymnasium is fitted with folding bleachers on both sides of the main playing floor. The kindergarten floor has inlaid tile for games.



The auditorium is marked by simple dignity in furnishings and coloring.



The typical classroom is fitted with movable table desks and chairs and has ample equipment for a progressive type of educational program.

There are two kindergarten rooms, which have figured inserts of Mother Goose and nursery rhyme characters in the asphalt tile on the floor. These rooms are also equipped with movable desks and chairs and with ample table space in addition. The two rooms are not connected in the building, but they have outside entrances which make available a common outside play area.

The school health clinic and the baby clinic used by the City Board of Health are both furnished with white enameled furniture. They are designed to aid in the health program of both preschool and school children.

The large gymnasium, which may be divided by folding doors, is for use by both boys and girls. There are separate locker rooms and showers for each group. When basketball games or dances are held, the folding partition is opened to make the entire floor space available. Folding bleachers along the side walls will seat approximately 600 people.

The gymnasium can be closed off from the rest of the building by the use of grilled gates in the corridors. There are rest room facilities for the use of the public, so that the school toilets need not be used when games or dances are held.

The auditorium, which seats some 800 people, is in the center portion of the building and is entered through the main front entrance. The stage curtains and window draperies are maroon in color and harmonize with the limed oak paneling around the lower portion of the walls.

The administrative offices of the school include separate rooms for the principal, for the secretary, and for conferences with pupils, teachers, or parents. The program clock and bell system may be set for the desired length of periods. The up-to-date building communication provided by an intercommunicating telephone and public-address system includes radio and record playing possibilities in all of the rooms of the building.

Heat is provided for the building by oil burning equipment. The pit for the oil burner is the only part of the building for which excavating was necessary.

Possibilities for pupils to work with their



The cafeteria is one of the most attractive rooms in the building. As shown in the photograph, the tables are set for an evening adult dinner group.

hands are made available in the woodworking shop, the metal shop, and the plastic shop. A spacious art room will satisfy the ambition of pupils gifted in this area.

The sewing room is equipped with electric sewing machines, cutting tables, and fitting room. Next to this is a cooking room which contains unit kitchens with sinks, cabinets, and tables. Some of the kitchens have electric ranges and others have gas ranges.

There are two soundproofed music rooms across the corridor from the auditorium stage entrance. This arrangement facilitates the handling of children or adult performers during a program or play.

The faculty rooms, the men's on the first floor and the women's on the second, are provided with easy chairs, sofas, and hassocks for the comfort and convenience of the staff members. The carpeting on the floor harmonizes with the furniture and with the draperies at the windows.

The present enrollment of the school is 790 and all but four of the classrooms being used. The total enrollment will be more than 1000 pupils when all classrooms are in use to full capacity.



The library has furniture distinctly suited to the use of children in the lower and middle grades.





Main Front, Community High School, Blue Island, Illinois.—Charles W. Nicol and Associates, Architects, Chicago, Illinois.

## *Community High Dedicates New Buildings and Grounds*

Eisenhower Praises Local Initiative

Clyde W. Blanke\*

From a high school district that had no funds and had to shorten its school year in 1937 to one which, on October 23, 1950, dedicated a new \$2,500,000 educational and recreational center and had General Dwight D. Eisenhower as its dedication speaker, is quite a transformation. Yet Community High School, District 218, of Blue Island, Ill., has made just such a change, and the story of its progress through these 13 years is a story of a school that has lifted itself by its own bootstraps from a background of depression and deficit financing to present-day pre-eminence.

In his dedicatory remarks General Eisenhower paid tribute to the building and grounds as being well and carefully planned. Credit for this should go directly to Dr. H. L. Richards, superintendent of the school, and to the present board of education, which has

\*Director of Public Relations, Blue Island, Ill., Community High School.



A class in American Government in session in one of the modern classrooms. The rooms are fitted with directional glass block over a vision strip, acoustic tile ceilings, cold cathode lighting, blond finish, modern type furniture.

supervised the financing, planning, and construction of the new units.

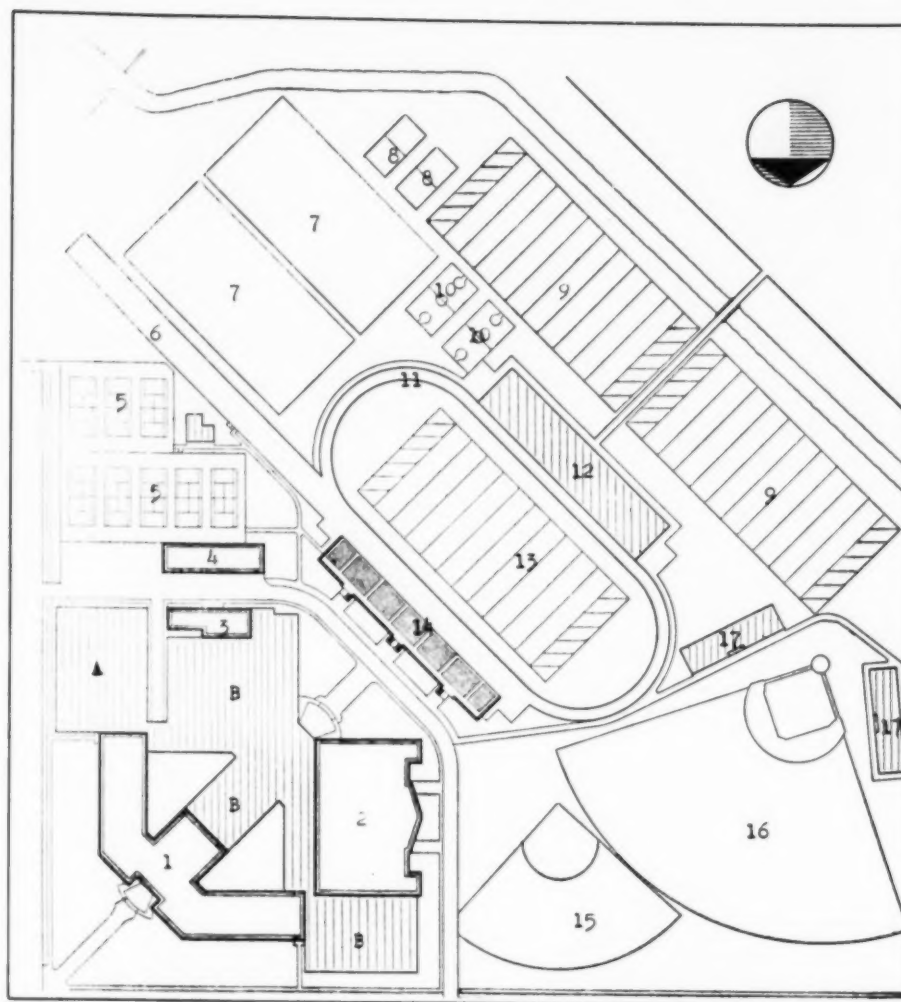
In 1928, shortly after the community high school district had been formed, Mr. Richards, then a teacher in the school, submitted a proposal for more adequate athletic and recreational facilities for the students. The coming of the depression, however, stopped all planning, and the school entered upon some rather dark days. No further progress was possible until 1938, when a government grant was secured to build additional wings on the old high school. The rapidly growing school population soon made both this building and the one used for the ninth graders totally inadequate, and school authorities began to plan seriously for an educational center to fit community needs for many years to come.

**Plot Plan, Community High School,  
Blue Island, Illinois.**

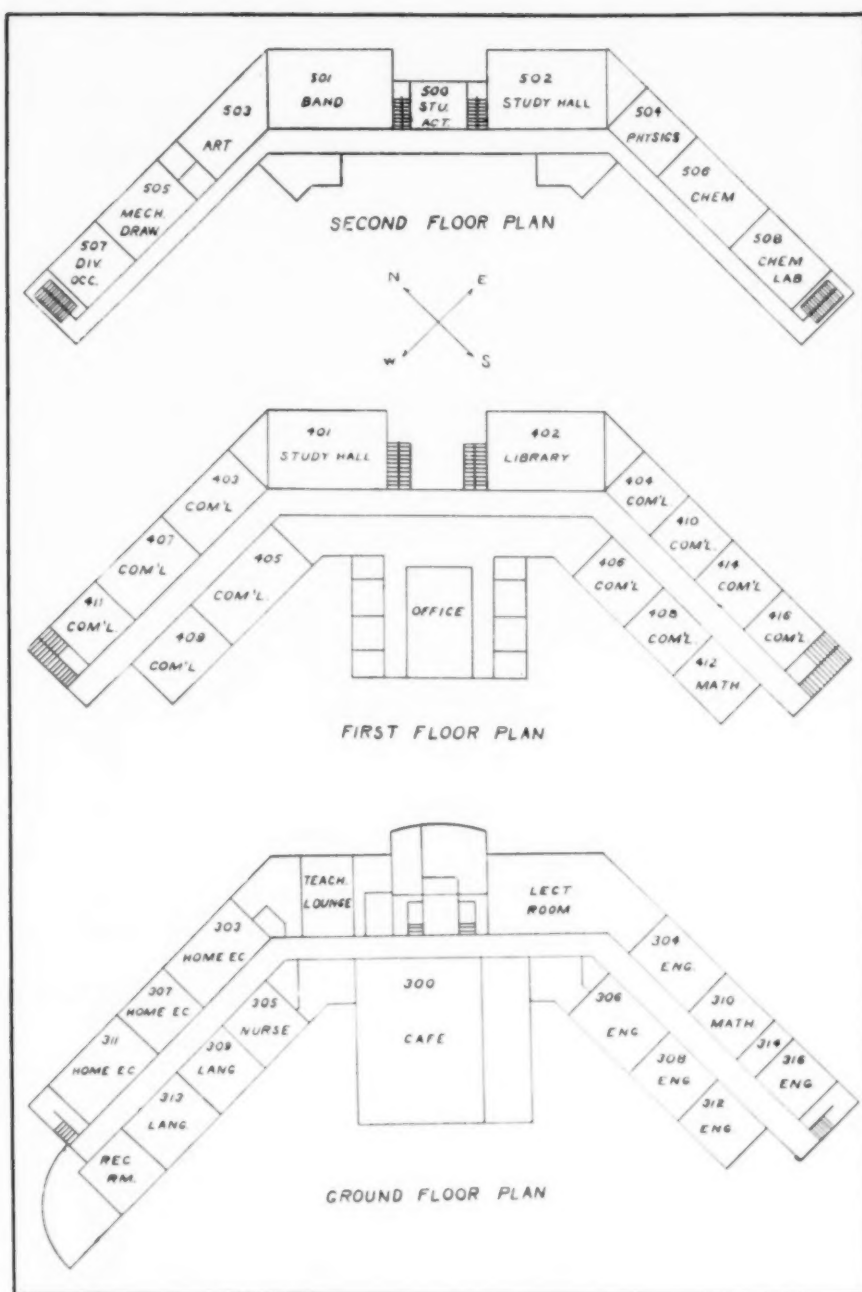
1. Academic Unit
2. Auditorium-gymnasium
3. Power and Heating Plant
4. Bus Garage
5. Tennis Courts
6. 220 Yard Track
7. Soccer and Hockey Fields
8. Horseshoe Courts
9. Football Practice Fields
10. Basketball Courts
11. Quarter Mile Track
12. Steel Bleachers
13. Football Field
14. Stadium
15. Softball Field
16. Baseball Field
17. Bleachers for Baseball

To be erected:

- A. Auditorium
- B. Class and Shop Rooms



A section of the library. The room, which is acoustically treated, is large enough to satisfy several classes at once. Cold cathode type fixtures provide uniform, shadowless light.



Plans of presently completed units, Community High School, Blue Island, Illinois.

In 1940, acting on recommendations made by the State Department of Education and the University of Chicago, the board of education bought a 30-acre tract, and Dr. Richards was once more able to secure government funds to build a football stadium, a quarter mile track, and field—a small but definite start toward the wonderful educational plant he had in mind. World War II interrupted further building, but when the superintendent returned from military service, plans moved ahead at a rapid pace. The citizens of the district approved a \$200,000 bond issue to complete the athletic and recreational facilities which the school had long needed. Soon afterward the architectural firm of Charles W. Nicol and Associates was employed to draw up plans for the buildings; the community, now definitely aware of its school

needs, approved legislation providing funds for their construction. Ground was broken in the summer of 1949 and the school opened its doors on time in September, 1950.

### The Academic Unit

The main structure of the five buildings now in use on the 30 acres is the academic unit, a three-story structure of brick, stone, concrete, and glass block. This unit is composed of a center section 250 ft. in length and two wings, each 250 ft. long. It houses 32 academic classrooms, 2 large study halls, a library, a cafeteria, soundproofed band and music practice rooms, a large lecture room equipped for plays or movies, and a centralized suite of administrative offices.

All classrooms, the study halls, and the

library are lighted by cold cathode fixtures, giving a uniform, shadowless light. Acoustically treated ceiling tile, plus porous cement wall blocks and tile floors, make these rooms practically soundproof. The furniture in all these rooms is blond finish oak. Student chairs have large tablet arms covered with formica, and the teacher's desks are modernistic in design, with separate drawer units on each side.

The cafeteria is so planned that two lunch periods, for approximately 400 diners each, can be handled in less than an hour. Two service lines can be cared for at once, and the huge gas and electric stoves and ovens, plus an electric potato masher and dishwasher, make the work much easier. There are large refrigerators and deep freeze units for both meats and perishable vegetables and fruits.

The administrative offices show more of the thoughtful planning that characterizes the entire building. The private offices of Dr. Richards and the class principal are connected with each other and with the general office by a corridor, by telephone, and by a private intercommunication system. Adjoining the superintendent's office is the board-of-education room, with a small private kitchen and access to the main cafeteria kitchens just below by means of a small lift. A general lounge, also located on the floor below, serves both administrative and faculty personnel.

### Physical Education Facilities

The huge auditorium-gymnasium, connected to the academic unit by a long passageway which can be used for indoor track practice, has a floor area of 148 by 104 ft. It seats over 5000 for public gatherings, or 4000 for tournament basketball games. An electrically driven steel curtain divides the mammoth interior into two complete gymnasiums for physical education classes. Every inch of space under the balcony and even in the basement is used for offices, locker and shower rooms, and storage rooms for athletic equipment.

Adjoining the gymnasium is the football stadium, seating 6000. This structure was the first to be completed on the 30-acre campus, and served the school for several years before the other buildings were started. The stadium, track, and football field can be brilliantly lighted for night athletic contests. In addition to providing for these sports, there are baseball and softball diamonds as large as any major league park, hockey and soccer fields, outdoor basketball and horseshoe courts, and archery and golf driving ranges. The eight lifetime tennis courts near the field last year produced the Illinois high school state champions, and are used for year-round play.

### Present Units Are Flexible

A large garage houses the 11 buses which the school owns and operates; and the lighting, heating, and power plant is the structure that completes the buildings of Community High at present. As the Plot Plan shows, units even larger than those just completed are

(Concluded on page 50)

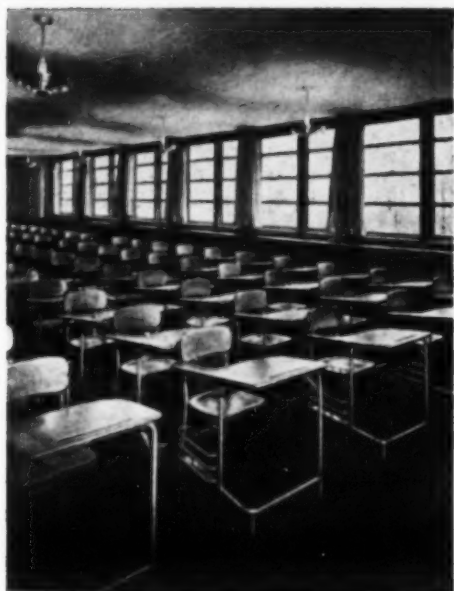


# Archbishop Williams High School

Equipped with  
Heywood-Wakefield  
Furniture



*The School Auditorium is seated with 978 Heywood-Wakefield Model TC 704 Medalist auditorium chairs.*



*Ninety-five study-top chair units S 501 STBR are used in other classrooms in the school. Note the convenient bookrack at the side of this lightweight, sturdy, tubular steel unit.*



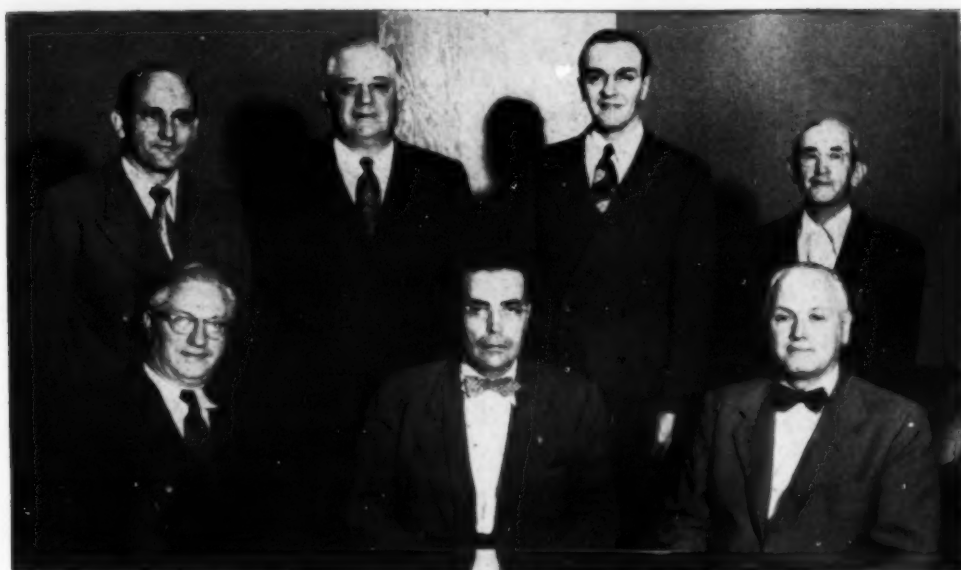
*In this and other "home room" classrooms, 659 Heywood-Wakefield S 501 LL Desk-and-Chair Units not only provide ample book and material storage but can be moved readily to meet changing classroom requirements.*

**T**HIS RECENTLY completed Braintree, Massachusetts school is an excellent example of the way functional design with modern materials and equipment can not only meet present needs, but provide a sound base for those of the future. Maginnis and Walsh were the Architects. The installation of school furniture was arranged through Gledhill Brothers, Boston, Mass., distributors for Heywood-Wakefield Co., 1 Park Avenue, New York 16, N. Y.

Whether you are planning a new building, or modernizing an old one, you can be sure that lightweight, tubular steel Heywood-Wakefield furniture will be a common-sense choice.

Our fully illustrated booklet showing the complete line of Heywood-Wakefield school furniture will be sent without charge upon request. Write: Heywood-Wakefield, School Furniture Division, Menominee, Michigan.





The board of education responsible for the new Blue Island Community High School Building.

Members of the Board of Education of Community High School, District 218, Blue Island, Illinois, are (seated, left to right): Henry L. Duff, president; Dr. H. L. Richards, superintendent; Leslie I. McCord, secretary. Standing: Elbert T. Smith; Gilbert A. Roll; Franklin W. Klein, attorney; George M. Peterson.

(Concluded from page 48)

planned. The educational surveys show that the school may have an enrollment of 5000 within the foreseeable future.

Perhaps the best proof of the careful planning that has brought the district its beautiful new school is that all the present structures, although complete in every detail and adequate for the two upper classes they house, can be expanded with the least possible expense, and the expansion will compliment the present units perfectly. Within the next few years it is the hope of the administration to have all four classes in the new buildings, and perhaps to convert the old main building to a junior college.

In his dedicatory remarks, General Eisen-

hower charged American high schools with the solemn duty of teaching the present and future students the answers to such basic questions as, Why we are fighting aggression, and, Why appeasement of any dictatorial power could lead only to destruction. Referring directly to the Blue Island school he stated: "By this community undertaking its own job, by putting forth its concept of human freedom and democracy, the capacity to rule ourselves is on trial."

The superintendent and board of education are determined that the new school will be devoted to teaching doctrines that will continue to safeguard America, and to proving that individual American communities can indeed rule themselves wisely and well.

## Student Government Day in Downsville Central School

*Robert F. Penrose\**

February 7, 1951, found an experiment being tried by students and faculty of the Downsville Central School. The day had been proclaimed Student Government Day by the Student Council. Under its auspices students were to assume all possible positions of responsibility in the teaching, administrative, and service sections of the school staff.

On the high school level all classes, home rooms, and study halls elected by majority vote the necessary teachers, principals, secretaries,

\*Student Council Adviser, Downsville Central School, Downsville, N. Y.

school nurses, and custodians for each period of the day. All departments of the school participated. Regular faculty members conferred with the "student teachers" several days in advance so that an appropriate and adequate lesson plan could be arranged. Classes taught by these students proved to be interesting and informative. Debates, panel discussions, general discussions were handled by many "student teachers" with understanding. Both students and faculty agreed that the day was very successful and a very real step had been made in the student's realization of his responsibility in the program of the school.

At the end of the day, a special assembly was held during which a panel of students and teachers selected by the Student Council discussed the question: "Should the Student Council Establish a Student Court to Regulate Infractions of School Regulations?" Many points pro and con were discussed. It was necessary to continue the panel's discussion for a second day. Comments by the panel members and questions and statements from the assembled students revealed a keen interest in the whole question of student self-government.

As a result of the day's activities, a genuine interest in student government with its privileges and responsibilities has developed in the student body. The Student Council has begun contacting high schools which have already evolved various forms of student government and the student court. A study of their organization will be made by the Council, and a plan of organization will be worked out and presented to the students for approval.

A step in the direction of democratic control has been taken by the students of D.C.S.—a step that will bring them to the experience of building, administering, and working with a democratic society. Surely such an experience is valuable for future adults in our American society.

### PHILADELPHIA DEFENSE PLANS

The Philadelphia, Pa., Defense Council draws widely, although not entirely, upon the educational institutions of the city for directing and operating personnel and for facilities. The Division Director, Dr. Louis P. Hoyer, is also superintendent of schools, and the superintendent of diocesan schools is a member of the Advisory Committee. Personnel from these groups serve as deputy directors and as members of planning and implementation groups.

The organization has as its major sections (1) a training section, (2) a public information section, (3) a speakers bureau section, (4) a school shop utilization section, and (5) an emergency shelter section. The teaching section provides teaching for school and college students, teachers and others serving as defense instructors, and citizens. The instructors are trained by experts provided by the technical division, under the administration of the deputy director for the training section. Fourteen teachers now studying will train additional teachers who in turn will instruct other teachers and members of civil defense groups.

This committee also directs activities in the following areas: physical education, health classes, first-aid classes, and retention drills for the care of pupils in school buildings during air raids. The schools have an excellent program in Junior Red Cross activities, the students take an active part in clean-up measures, and other duties will be delegated by the committee as the need arises.

### NEW COURSE OFFERINGS

The Adams Center, N. Y., boards of education in the schools of Districts 2 and 3, Jefferson County, have been organized and meet one evening on alternate months for the discussion of common problems. An elective, one-semester course in family relations is offered to juniors and seniors. A separate course is being offered for students of high school age who are potential dropouts because of either the lack of interest in the regular academic course of study or the lack of ability to do it. The course has a first-year enrollment of 20 boys and girls who have remained in school and are having their problems geared to their individual interests and abilities.

## Sexton Quality Foods



# M

## enu Marvels

For steak or chop . . . cold cuts or salads . . . soups or gravies . . . from the Sexton ensemble you can select just the right sauce to give that special savor which spells true guest pleasure. Each Sexton sauce is blended by experts, from rich aromatic spices and other carefully selected ingredients, in our Sunshine Kitchens. Recipes that have earned acceptance and are backed by three generations of serving your special needs. You can be proud to display the Sexton label on your table. It means fine foods, tastefully prepared.

JOHN SEXTON & CO., CHICAGO, 1951



# HOW NEW YORK TESTS NEW SCHOOL EQUIPMENT

*Mark Price\**

The New York City school system may soon provide the answer to the question that is plaguing educators everywhere:

"What is best for our school buildings and how can we attain it without overspending?"

Recently, the board of education approved a plan for the establishment of "laboratory schools" in which materials, furniture, and equipment intended for use in new buildings may be tested under "live" conditions.

The laboratory schools are the brain child of Commissioner Charles J. Bensley, board member from the Bronx and chairman of the Committee on Buildings and Sites. A firm believer in the straight line approach to school problems, Commissioner Bensley has initiated many improvements and reforms in school planning and construction—as a result of which new construction, modernization, and repair work are moving forward at an accelerated pace, with costs held at an even level in a rising market.

## A Valuable Innovation

The idea of the laboratory schools has been widely acclaimed, and school officials throughout the country are eagerly awaiting the initial results. At the educational conventions held at Atlantic City, in February, Commissioner Bensley's proposal was the subject of considerable discussion, and many letters of praise have been received at his office.

"Our physical school plant represents a capital investment of more than \$650,000,000 and is still growing to meet expanding needs," he says in explaining the plan. "We want to protect this huge outlay and at the same time provide the best type of school buildings. Now, by actual tests, we will be in the position of seeing for ourselves, by objectively rating critical values, just what is good and what is not good."

The laboratories are being established in existing school buildings convenient to the board's headquarters in Brooklyn. This will enable school officials and technical experts to make spot checks from time to time. In every instance, only a few rooms and other spaces will be utilized so as to avoid interference with the regular educational program while the schools are in session.

## New Concepts to Be Tested

As the experiment develops, these rooms will be equipped with different types of wall, ceiling, flooring, window, chalkboard, furniture, wardrobe, and other accommodations, and will, by everyday pupil use and their exposure to light, heat, and air, "demonstrate their suitability and their adaptability in future

construction and repair work," Commissioner Bensley explains. The size of classrooms and color combinations also will be given close study and attention.

"By subjecting the contents of the different rooms to approved tests, I am certain that we will be able to devise new concepts of school



Charles J. Bensley

planning, equipment, and design that will satisfy the technical and professional staffs—and the public as well—besides reducing costs by a considerable amount," he adds.

The Committee on Buildings and Sites and the Board of Superintendents are solidly behind the laboratory school plan, as is the Special Subcommittee on School Construction Economies, which is composed of representatives of the board of education, Bureau of the Budget, Office of the Comptroller, and others. The subcommittee was formed at Commissioner Bensley's suggestion for the purpose of studying ways and means of effecting economies in construction and repair costs "without impairing our high standards of educational and structural efficiency."

In the kind of materials, furniture, and equipment to be used in the laboratory schools, the objectives will be directed toward meeting the educational standards of the Board of Superintendents, which is the pedagogical branch of the board of education.

Commissioner Bensley said that the cost of converting an existing school for purposes of the "laboratory" will be "very modest." Many items of furniture and equipment probably would be offered voluntarily by the industries involved.

"I regard the laboratory school idea as a definite and fine improvement for the public school system," Commissioner Bensley says. "There should be no reason for any pupil to be subjected to any inconvenience while the materials are being tested. As a matter of fact, the child will be the first to reap the expected benefits."

Commissioner Bensley has been a member of the board of education since August 2, 1948, under appointment by former Mayor William O'Dwyer. He has served as chairman of the committee on buildings and sites since May, 1949.

## SUPERINTENDENTS STUDY PROPERTY VALUATIONS

During the past 28 years the 30 school superintendents of Oakland County, Mich., have worked together in the study and solution of educational problems peculiar to the cities and rural areas of the county. The work of the organization has centered around the office of the county superintendent, now filled by William J. Emerson, Pontiac, and has given the highly professional group repeated opportunities to share difficulties and to work co-operatively in administrative, as well as purely educational areas. The county which is immediately north of Detroit, has no large cities but does include such important manufacturing centers as Pontiac, Royal Oak, Ferndale, Birmingham, etc.

During the 1950-51 school year the Association has made a study of the unfavorable effect upon school income of the varying rates of property assessments in the several school districts. It appears that county equalizations are set by the board of supervisors and state equalizations are established by the State Board of Equalization.

Due to the fact that local tax levies are based on county equalizations and the further fact that deductible millages are based on state equalizations, there are substantial differences in the two which cause financial disadvantages in the local school districts. These differences may be seen from the following table:

Year	Assessed Value	County Equalized Value	State Equalized Value	Per Cent Excess of St. Eq. Over Co. Eq.
1945	\$306,416,723	\$400,000,000	\$450,000,000	12.5
1946	346,236,010	450,000,000	450,000,000	0.0
1947	381,049,334	500,000,000	530,000,000	10.0
1948	413,879,038	560,000,000	564,000,000	.7
1949	444,884,039	576,300,000	652,500,000	13.2
1950	468,260,989	592,012,185	750,400,000	26.7

The following few examples taken from a complete tabulation prepared by the Association, shows added moneys which the school districts would have received for school operation if the state or the county equalization valuation had been used in place of the local assessments.

District	Additional State Aid 1951-52 if St. Eq. Val. Equalized Co. Val.	Additional Local Tax Receipts 1950-51 if Co. Eq. Val. Equalized St. Eq. Val.
Berkley	\$18,544.83	\$ 74,665.53
Birmingham	27,785.97	116,013.33
Farmington	6,193.16	29,562.49
Ferndale	27,185.23	129,766.27
Hazel Park	13,877.26	66,241.85
Huron Valley	5,387.97	22,893.84
Keego Harbor	4,037.43	18,266.71
Pontiac	83,893.08	351,439.72
Royal Oak	38,867.73	185,531.56
Southfield Twp.	13,829.22	62,283.30
Walled Lake	6,357.10	25,928.39
Waterford Twp.	13,579.76	63,117.89

The results of the study are being used effectively in making clear to the people of the county the need of more accurate methods of assessment.

\*Board of Education, City of New York.



# Oneida

## SAFETY SCHOOL BUS BODIES

### Tailored to the Chassis of Your Choice



CHEVROLET



DODGE



INTERNATIONAL



STUDEBAKER



WHITE



BROCKWAY



Oneida Safety School Bus Bodies are *designed* and *engineered* to fit every leading bus chassis make. Result: Horsepower, wheelbase and passenger capacity are integrated into an efficient, balanced unit which greatly reduces operating and maintenance costs.

Oneida, together with all the leading chassis manufacturers, offer this *complete school bus unit* for sale through the chassis builders' dealers and distributors. This convenient and practical method of purchase—body and chassis from *one* source—results in a substantial savings in initial cost.

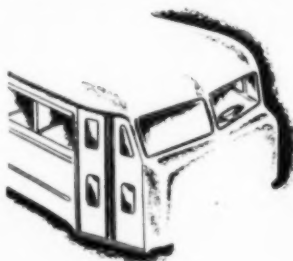
Models ranging in capacities from 16 to 66 passengers permit further tailoring of Oneida equipment to meet the requirements of individual School Boards.

Countless safety features—from the soft rubber protective edges on the entrance door to the built-in guards in the seat handholds—distinguish Oneida's thoughtful provision for complete student comfort and safety.

And when it comes to durability, Oneida Safety School Bus Bodies are *endurance-built* to give years of trouble-free service. Oneida's exclusive "Cradle of Steel from Wheel to Wheel" frame construction assures greater protection to passengers against body failure due to impact, stress or strain.

Educators throughout the nation recognize Oneida School Bus Bodies as the outstanding value for safety, durability and economy of maintenance. Thousands in use across the country are turning in performance records that give School Boards the "reasons why" Oneida is the best buy! Now is the time to analyze and protect *your* school transportation needs. For further information, write today. **SPECIFY ONEIDA ALWAYS!**

V-Type Windshield with Universal Cowl Design for Greater Visibility, Safety and Beauty.



FORD



GMC



REO



MACK



FEDERAL



DIAMOND-T

School Bus Sales Division  
**Oneida Products Corporation**  
CANASTOTA, NEW YORK



## PROGRESSIVE SCHOOLS USE {ELECTRIC-AIRE}\*



HAIR DRYERS



HAND DRYERS



\* REG. U. S. PAT. OFF.

- REDUCES MAINTENANCE COSTS
- IMPROVES WASHROOM APPEARANCE
- OUTLASTS AND OUTPERFORMS ALL OTHER HAND & HAIR DRYERS
- UNDERWRITER APPROVED—ENDORSED BY HUNDREDS OF LEADING ENGINEERS

Electric-Aire is Engineered, Manufactured and Distributed by the Electric-Aire Engineering Corp.



**free!**

ILLUSTRATED CATALOG... PLUS list of Schools using Electric-Aire Dryers

30 YEARS OF SPECIALIZED DRYER EXPERIENCE

**ELECTRIC-AIRE  
ENGINEERING CORP.**

Dept. A. 209 W. Jackson Blvd.  
Chicago 6, Ill. • Phone Webster 9-4564



### Schools and School Districts

A school district in South Carolina is a body politic and corporate under the laws of the state, with limited powers confined generally to those necessarily implied. S.C. code of 1942, § 5358(6). — *Carter v. Lake City Baseball Club*, 62 Southeastern reporter 2d 470, S.C.

### School District Government

A member of a county board of education who was one of the principal stockholders and president of a corporation selling merchandise to the board, thereby violated a statute authorizing the removal of a board member who is pecuniarily interested in a contract for supplies. W.Va. code, 61-10-15. — *Jordan v. McCourt*, 62 Southeastern reporter 2d 555, W.Va.

The fact that certain motor vehicle supplies purchased by the county board of education from a motor company of which a board member was president, could not be purchased elsewhere in the county, was no defense to a proceeding for the removal of a member for violation of a statute prohibiting a member from being pecuniarily interested in any contract for supplies. W.Va. code 6-6-7, 61-10-15. — *Jordan v. McCourt*, 62 Southeastern reporter 2d 555, W.Va.

The presence of two out of three members of a school board was sufficient to constitute a quorum for the transaction of business. — *Mullins v. Eveland*, 234 Southwestern reporter 2d 639, Mo.App.

Where a school board had a quorum present for the transaction of business, it became the duty of each member to vote for or against any proposition which was presented to them. — *Mullins v. Eveland*, 234 Southwestern reporter 2d 639, Mo.App.

### School District Property

A board of trustees of a school district was not liable to an action at law, and therefore any damage and injury sustained by the property owners near the athletic field of a school district as a result of the use of the field by a professional baseball club was irreparable, and the only relief available to the owners of the realty, if they were entitled to any, was through an injunctive process in a court of equity. — *Carter v. Lake City Baseball Club*, 62 Southeastern reporter 2d 470, S.C.

The trustees of an independent or joint independent school district have power to purchase and acquire sites for school buildings of any and all types and erect buildings thereon and to change the attendance of pupils by grades or classes from one building to another, and sell or otherwise dispose of such sites and buildings without an election approving their action. I.C., §§ 33-714, subd. 9a, 10, 33-716, subd. 5. — *Hovenden v. Class A School Dist. No. 411, Twin Falls County*, 224 Pacific reporter 2d 1080, Ida.

The lease of an athletic field of a school district to a professional baseball team was void, where the professional baseball players took possession of the field early in April for preliminary practice so as to practically deny to school children the use of the field during most of the month of April and all of May, and the noise and

distraction caused by the professional baseball players interfered with and proved detrimental to the best interest of the school, and the athletic activities of the students was subordinated to the requirements of the professional baseball players. S.C. code of 1942, § 5358 (6). — *Carter v. Lake City Baseball Club*, 62 Southeastern reporter 2d 470, S.C.

Where an architect is employed by the state or by a political subdivision thereof, such as a school district, he may not recover compensation for preparing plans for a structure which will cost more to erect than such a governmental unit is permitted by law to expend for that purpose. O.C.L.A. §§ 111-327, 111-802, 111-809, 111-1014, 111-1016; Ore. laws of 1947, c. 230. — *Laing v. School Dist. No. 10 of Jackson County*, 224 Pacific reporter 2d 923, Ore.

Where, through inadvertence, a statutory notice of claim against the city board of education and the school district was not filed in time by the parent of an injured minor, the parent was barred from recovering for hospital, surgical, medical, and nursing attendance provided for an infant. — *Natoli v. Board of Education of City of Norwich, Union Free School Dist. No. 1*, 101 N.Y.S. 2d 128.

### Teachers

A public employee has no vested, proprietary right to his position which transcends the public interest or the general welfare of the community he serves, and his public employment as a teacher is not an uninhibited privilege but there may be limitations upon the grounds upon which public employment may be denied. — *Thompson v. Wallin*, 95 Northeastern reporter 2d 806, 301 N.Y. 476.

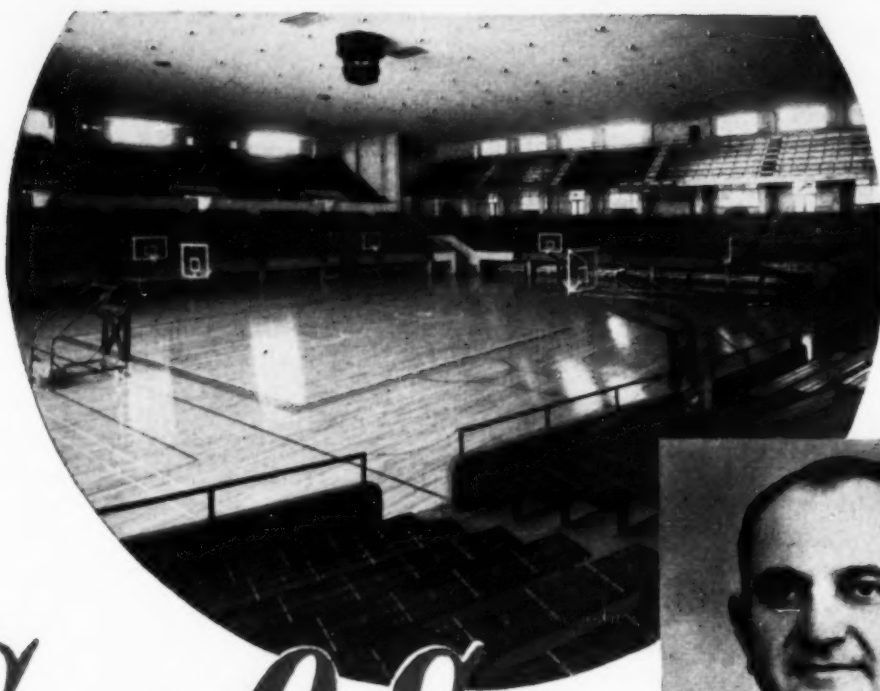
One employed as a county superintendent of schools did not have the status of a "teacher" within the teachers' tenure act, and was not entitled to a continuing contract. Ohio general code, §§ 4842, 4842-7 to 4842-9, 4842-12. — *State ex rel. Saltsman v. Burton*, 95 Northeastern reporter 2d 377, 154 Ohio St. 262, Ohio.

The New York Feinberg law, prohibiting the retention in public employment and in public schools of the state of members of any organization which advocates the overthrow of the federal or state government by force or violence or by unlawful means, and providing for the elimination of subversive persons from the public school system is not an unreasonable or arbitrary exercise of the state police power nor an unwarrantable infringement upon any constitutional right of free speech, assembly, or association. N.Y. Education Law, §§ 3021, 3022; Civil Service Law, § 12-a; N.Y. constitution, art. 1, § 8; art. 11, § 1; U.S. C.A. Const. art. 1, § 8; art. 11, § 1; U.S. C.A. Const. Amend. 1. — *Thompson v. Wallin*, 95 Northeastern reporter 2d 806, 301 N.Y. 476.

### SETTLEMENT IN MINNEAPOLIS

The Minneapolis board of education has voted to pay the teachers who were on strike 22 days in January and February, \$100 additional for the school year. No deductions from pay for January and February were made but the teachers worked each day during the Easter vacation except Good Friday. The classwork during the balance of the year is to be "enriched" as a means of making up for the time lost. Clifford Fabianke, a member of the board, who voted against the settlement declared, "The board is encouraging more strikes. I predict that if these teachers are paid, there will be another strike within two years."





*“Seal-O-San®*

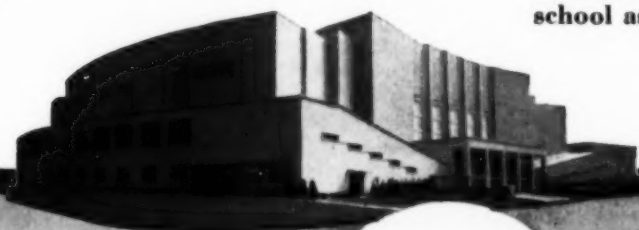
**must be used on the fieldhouse floor”** (University of Kentucky)

*Adolph F. Rupp*

*SEAL-O-SAN the choice  
of over 6800 Coaches*

Year after year the list of satisfied users grows . . . many coaches, like Mr. Rupp, would have no other finish and have reordered time after time for nearly thirty years

**COACH RUPP** knows what makes the best playing surface from long experience. He says: “I specified that Seal-O-San must be used on the floor (of the new Kentucky Fieldhouse), in spite of the fact that almost every other floor finish company has been here asking me to give them a chance to put their product on the floor. I have refused to do so.” Here he advises Seal-O-San for every school gym floor: “I have endorsed Seal-O-San hundreds of times every winter in letters to school asking me to recommend the best (floor finish).”



New! 1950-51 “Basketball Coaches Digest,” packed with helpful instructions by leading coaches.



**HUNTINGTON LABORATORIES, INC.**

Huntington, Indiana • Toronto, Canada

Please send the 1950-51 Seal-O-San Basketball Coaches' Digest Free to coaches. Others send 25¢ handling fee.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_



New...  
better than ever!

## DODGE "Job-Rated" School Bus Chassis

More than 50 brand-new features—  
including:

**NEW! EASIER BAD-WEATHER STARTING** with new moistureproof ignition and high-torque starting motor.

**NEW! GREATER ELECTRICAL CAPACITY** with new 45-ampere generator for ample margin of reserve.

**NEW! MORE EFFICIENT FUEL PUMP** with greater capacity—prevents excess pressure.

**NEW! GREATER PARKING SAFETY** with 4" diameter parking lights—which can incorporate turn signals.

**NEW! BETTER FORWARD VISIBILITY**—hood is sloped downward so that driver sees more of the road.

More safety than ever!

Dodge now offers the safest "Job-Rated" school bus chassis in Dodge history!

Here is smoother power . . . more dependable power for your school bus route. New high-efficiency engines make these new chassis the finest performers ever to carry the Dodge name.

What's more, you get added safety, economy and dependability . . . thanks to more than 50 brand-new features.

See your Dodge dealer for the school bus chassis that's best for you . . . and your pupils, too!

**New! Easier handling**—Now, even sharper turning! More comfortable steering wheel angle! New, easier-operating worm-and-roller steering gears! Other easy-handling features include wide front tread, cross-steering, short wheelbase.

**New! Extra-quiet brakes**—Another first for Dodge! New, molded, tapered Cyclebond brake linings! They practically eliminate brake squeal. They're safer! New, smoother, more even action stops tendency to "grab"—lengthens lining life.

SCHOOL BUS CHASSIS FOR BODIES ACCOMMODATING 30, 36, 42, 48, 54 AND 60 PASSENGERS



**MODEL FS-152**  
2 models—10,800 and  
11,900 lbs. G.V.W. For 30  
and 36 pupils.



**MODEL FS-170**  
2 models—12,025 and  
13,000 lbs. G.V.W. For 36  
and 42 pupils.



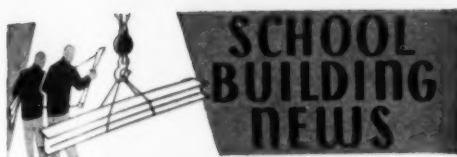
**MODEL GS-192, HHS-192**  
GS-192, 14,650 lbs. G.V.W.  
HHS-192, 15,500 lbs. G.V.W.  
For 48 pupils.



**MODEL JS-212**  
2 models—16,125 and  
17,000 lbs. G.V.W. For 54  
pupils.



**MODEL RS-229**  
2 models—18,075 and  
19,000 lbs. G.V.W. For 60  
pupils.



## MOE WARNS SCHOOLS NEED PRIORITIES

The important work of the National Conference for Mobilization of Education (MOE) was brought to the attention of American school superintendents in a meeting on Sunday, February 18, at Atlantic City. The purpose of the Conference, which is made up of 81 co-operating organizations interested in education, was presented by S. M. Brownell, New Haven, Conn. Prof. J. Kenneth Little, of the University of Wisconsin, described the changes in selective service regulations as applied to the colleges which may expect a drop of 20 per cent in enrollment. John W. Lewis, Baltimore, warned that school building construction will be affected adversely unless priorities are granted. School people must make a concerted effort to get priorities if they do not want disastrous conditions in classroom and teaching equipment to develop next winter.

## URGES CONTINUED FUNDS FOR SCHOOL BUILDINGS

Commissioner of Education Earl James McGrath, of the U. S. Office of Education, has asked that citizens continue to seek funds for school building construction, even during the period of emergency.

"In the light of all we know," said McGrath, "we feel that citizens interested in education should proceed vigorously and confidently for continuation of the schoolhouse construction program to meet the urgent needs of the children of the nation." The statement was made at a meeting of the Citizens Federal Committee on Education at its recent meeting in Washington.

## CHICAGO APPROVES 50-MILLION-DOLLAR BUILDING PROGRAM

A five-year, 50-million-dollar building program, to build 56 new school buildings and additions, buy school sites, and generally improve and expand the public school system has been approved by the Chicago board of education.

The program will provide an estimated 34,510 new classroom seats. It will meet only the immediate needs of the schools. The cost of the program to meet all needs has been estimated at more than 100 million dollars. It is estimated that the enrollment has increased by 20,000 since September, 1946, and that by September, 1954, it will have increased by at least 40,000.

## SCHOOL BUILDING NEWS

► St. Paul, Minn. The board of education has begun plans for a \$9,000,000 school building program. It has let a contract to Architects Ellerbe & Co., St. Paul, for a new elementary school, to cost \$450,000.

► The parish school board at Winnfield, La., has let the contract for insurance on all parish school property, estimated in value at \$1,415,000. The new figure represents a growth in the school system of nearly 50 per cent, or \$684,076 in a five-year period.

► The board of education of the Phoenix Union High School at Phoenix, Ariz., has renewed \$1,640,000 worth of fire insurance for five years on buildings of the school system. Eight insurance agencies shared in the business which called for

## CONSULT YOUR SHELDON FIELD

## ENGINEER FOR SPECIALIZED ADVICE

## TAILORED TO YOUR SCHOOL'S

## PARTICULAR NEEDS . . .

Wood and metal equipment and furniture for science, chemistry, biology, physics, zoology, physiology, histology, pathology and general laboratories—homemaking departments — food

laboratory units — nutrition-dietetic

teaching — grooming centers —

kitchen units — clothing and

fabric rooms — vocational

work shops — industrial arts

— art studio — craft shops —

special storage and display —

over 300 categories to meet every

equipment and furniture need in school laboratories, shops,

studios and homemaking rooms.



**SHELDON HAS THE  
TEACHING VIEWPOINT  
IN EQUIPMENT  
PLANNING**

**Every School is a Better School For Having  
The Benefit of SHELDON EXPERIENCE**

**E. H. SHELDON EQUIPMENT COMPANY**  
MUSKEGON - MICHIGAN

\$9,446.40 in premiums. The total coverage on the buildings is \$8,000,000.

► Tarrytown, N. Y. John D. Rockefeller has offered \$250,000 for the purchase of a site for a senior high school, for Tarrytown and North Tarrytown. The new high school will accommodate 1000 students and will cost \$2,500,000.

► University City, Mo. The voters have approved \$1,350,000 in school bonds at a separate election. The school bond issue, for the construction of two elementary schools and additions to two schools, carried by a vote of 3606 to 169. The board has called for bids for the new Daniel Boone School, to cost \$500,000. Another school on Delmar Boulevard, will cost \$500,000.

► The Baldwinsville Central School District at Baldwinsville, N. Y., has begun the erection and

equipment of a new junior-senior high school to accommodate 1200 pupils. The building is being erected at a cost of .855 per cubic foot. The plans were prepared by architect George H. Ketchum, of Syracuse, N. Y.

► El Paso, Tex. The school board held open house to celebrate the dedication of the new Hillside Elementary School on February 25. Mr. Hibbard Polk introduced the guest speakers and Supt. A. H. Hughey gave a short talk. J. F. Hulse, president of the board, spoke on the "American Heritage."

► Parma, Ohio. The school board has called an election to obtain the approval of the voters for an additional \$2,850,000 bond issue to complete the new senior high school. The preliminary work on the first unit is scheduled to start April 1.



# PEABODY No. 260

## STEEL MOVABLE DESKS

*in New  
Sun Tan Celsyn  
FINISH*



Here is efficiency, comfort and fine appearance combined in a practical, sturdy, steel movable desk with positive adjustment features. It's the Peabody No. 260. Both seat and desk are adjustable, but — only persons responsible for seating can adjust them. There are no bolts, no butterfly nuts or parts that children can loosen.

### New Suntan Color Makes Class Rooms More Attractive . . . Finish Resists Scratches

In keeping with the desire for brighter, cheerier classrooms, No. 260 Steel Movable Desks are available in the gorgeous new SUNTAN finish. The desk tops, seats and backs are also given a CELSYN coating — a coating so hard and tough it resists scratching to a remarkable degree. Write for complete information on No. 260 Steel Movable Desks.

### Peabody Offers Full Line of Quality School Seating

The PEABODY Line is a complete quality line of school seating, desks, chairs, tables, teachers' and administrators' desks and folding chairs. From this one manufacturer purchasers of school equipment can buy all necessary school furniture and be protected by the PEABODY ironclad guarantee of superior quality, workmanship, material and correctness of design.

Write today for the new  
PEABODY Catalog



No. 21

**THE PEABODY SEATING CO., INC.**  
BOX 1 NORTH MANCHESTER, INDIANA

This unit, costing \$2,000,000, will be financed from present bonds, approved by the voters in November. Four additions to schools and a new 11-room elementary building will be occupied this spring and next fall.

► Kalispell, Mont. The board of education is completing a school building project, estimated to cost \$1,000,000. As part of the project, a vocational building has been erected, at a cost of \$218,000. The remaining project is a \$520,000 annex, to be completed in the summer of 1951.

► Lewistown, Pa. A million-dollar school building program has been started by the board of education. The projects include an elementary school and an addition to the high school, to accommodate industrial shops, science laboratories, and classrooms. The major portion of the program

is being financed through the Public School Building Authority of the state and the remainder through a local bond issue approved in the fall of 1950.

► The school district of Marlow, Okla., has approved a 5-mill school building levy for the next five years. It has built up a fund of \$30,000 plus to be reserved for a school building program in the next few years. Last spring the board installed gas for fuel to take the place of coal. Better heated buildings have proved this to be a very wise move.

► Hominy, Okla. The board of education has completed the erection of an auditorium-gymnasium for the separate school, at a cost of \$50,000. Supt. Ellis F. Nantz reports that a contract has been let for a new elementary school

for white pupils, to cost an estimated \$125,000. ► The school board of Sterling, Colo. has perpetuated the name of John A. Sexson, former superintendent, by naming the junior high school the John A. Sexson Junior High School. Dr. Sexson was superintendent of the Sterling schools from 1912 to 1924.

► New Orleans, La. Charles R. Colbert, a former member of the faculty of Tulane University School of Architecture, has been appointed supervising architect for the new building program at New Orleans, La. He will receive a salary of \$10,000 annually.

► Golden, Colo. The school board has decided to remodel the vocational building to make it usable as a school administration building. The reconstruction work will be completed at a cost of about \$10,679.

► The board of education of Norwood, Ohio, has recently completed the erection of a new Technical School. The building houses the program of adult education and that for the thirteenth and fourteenth-year students in vocational and technical fields.

► Hannibal, Mo. The school board has increased the amount of insurance on all school buildings by \$82,045, to meet the fluctuation in the value of real estate under the 80 per cent coinsurance plan. The buildings had previously been insured for \$1,186,000.

### FILMSTRIP AVAILABLE

The fine School Building Planning Exhibit at the Atlantic City Convention of the AASA has been recorded on a 35mm. film strip. Copies are available from the American Association of School Administrators, Washington 6, D. C., at \$5.

The Exhibit emphasized low-cost school buildings intended for rural and small town situations and included suitable city buildings.

### ONE-MILLION-DOLLAR BOND ISSUE

The voters of Eugene, Ore., at a recent election, approved a bond issue of \$1,953,000 and a two-year building levy of \$200,000 for the completion of its new senior high school. Contracts have been let and the construction work is in progress. The building will house 1800 students and will have a community auditorium seating 2000 persons.

### LA CROSSE COMPLETES BUILDING SURVEY

The board of education of La Crosse, Wis., has completed a building survey to determine the need for additional school facilities to meet a rapidly increasing school enrollment. It is estimated that the public school enrollment will increase about 2240 in the present decade, which means that at least 52 additional classrooms will be needed by 1960. At least \$1,000,000 will be required to finance the building of these new classrooms and for the rehabilitation of four old buildings.

### NEW CENTRAL SCHOOL DISTRICT IN NEW YORK STATE

Citizens' advisory committees have been formed in Guilderland Center, N. Y., to assist the board of the Guilderland Central School District in the planning and erection of new buildings for the District. Architects have been employed and plans call for the construction of new elementary schools, beginning in September, 1951.



## Are you preparing your students for the trend to Electric Typewriters?

In offices everywhere the trend is to constantly increasing use of the Royal Electric, because it not only delivers letters of sparkling clarity, fast and economically, but it also can supply as many as 20 carbon copies in heavy-duty work.

So—to widen your students' ability to get better jobs, you will want to offer more and more instruction on this superior business tool.

The Royal Electric is standard in all respects—with power added. The controls are in the same place as on the Standard Royal. The keyboard, in position of characters and numerals, and position of keys, is the same.

Because it operates so easily, the Royal Electric is a source of satisfaction to operators. It increases their morale.

**STANDARD ROYAL ELECTRIC**

**Made by the World's Largest  
Manufacturer of Typewriters**

"Magic" and "Touch Control" are registered trade-marks of  
Royal Typewriter Company, Inc.

**No typing habits to change!** "Magic" Margin, tabulator key, shift keys, and other famous Royal features are identical in shape and position with the Standard Royal. A Royal exclusive.

No "change-over" problems! Only on *this* electric typewriter can the operator adjust the touch to make the change-over from manual to electric quick and simple—thanks to "Touch Control"—another Royal exclusive!

As an educator in touch with the times, you will surely want to consider increasing instruction on the Royal Electric.

### MAIL THIS COUPON—TODAY!

Royal Typewriter Co., Inc., Dept. A-8  
2 Park Ave., New York 16, N.Y.

Please send me more information about the Royal Electric.

NAME \_\_\_\_\_

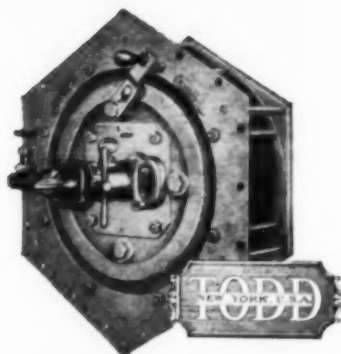
ADDRESS \_\_\_\_\_

SCHOOL \_\_\_\_\_

# TODD BURNERS

**GAS OR OIL**

Setting the  
standard  
throughout  
the world



COMBUSTION EQUIPMENT DIVISION

# TODD

SHIPYARDS CORPORATION

81-16 45TH AVE., ELMHURST, QUEENS, N.Y.

DISTRIBUTORS & DEALERS THROUGHOUT U.S.  
SEE CLASSIFIED PHONE BOOK



## PERSONAL NEWS

### PERSONAL NEWS OF SUPERINTENDENTS

► DR. WILLARD GOSLIN, recently superintendent of schools at Pasadena, Calif., has accepted the position of Director of School Administration and Community Organization at Peabody College for Teachers, Nashville, Tenn. He will begin work in September, 1951.

► DONALD M. KEAGLE, superintendent of schools at Olean, N. Y., died suddenly in his home on February 22 after a heart attack.

► SUPT. IRVIN P. MURPHY, of Carlsbad, N. Mex., has received another five-year contract. His present five-year contract expires at the end of the school year in June.

► PAUL M. WINGER, of Sturgis, Mich., has been elected superintendent of schools at Niles.

► WILLIAM WORTHINGTON has been elected superintendent of schools at Crooksville, Ohio. He succeeds W. D. Darling, who resigned.

► SUPT. RUFUS PUTNAM, of Minneapolis, Minn., has been re-elected for a three-year term, beginning July 1.

► HAROLD L. HUTCHESON, of Bassett, Neb., has been elected superintendent at Atkinson.

► SUPT. O. LLOYD GILLESPIE, of Libby, Mont., has been re-elected for another three-year term.

► V. A. CLINE, of Central City, Neb., has resigned from the superintendency, effective at the close of the school year in June.

► SUPT. JACK RILEY, of Purcell, Okla., has been re-elected for a three-year term.

► SUPT. ARCH THOMPSON, of McAlester, Okla., has been re-elected for a three-year term, with a salary of \$6,500.

► SUPT. D. W. FRAZER, of Scotia, Neb., has been re-elected for another year.

► T. C. TROTTER, of Canton, Kans., has been elected superintendent at Attica.

► SUPT. CHARLES B. CROUCH, of Hamilton County, Ohio, has been re-elected for a new five-year term, beginning August 1, 1951.

► SUPT. GEORGE BISTLINE, of Holton, Kans., has been re-elected for his ninth year.

► ARTHUR CLARK has been elected superintendent of schools at Minco, Okla.

► JAMES E. HUTTON, superintendent of schools at Chanute, Kans., died February 12 in a local hospital. He had been superintendent of the city schools since 1947.

► SUPT. MARVIN J. FOLKERT, of Honor, Mich., has announced his resignation, to take effect at the end of the school year.

► SUPT. ROY S. WOOD, of Joplin, Mo., has been re-elected for his eighth term, with an increase in salary.

► SUPT. KENNETH MCFARLAND, of Topeka, Kans., has been re-elected for another two-year term.

► E. G. HORINE, of Erie, Kans., has been re-elected superintendent of schools for another year.

► SUPT. GEORGE SPRABERRY, of Perry, Okla., has been re-elected for his fifteenth term.

► SUPT. H. H. ROBINSON, of Augusta, Kans., has been re-elected for another two-year term.

► SUPT. D. A. MCCONNELL, of Junction City, Kans., has been re-elected for his thirteenth term.

► HAZEL NELSON, of Duarte, Calif., has announced her resignation as superintendent, effective at the close of schools in June.

► SUPT. WILLIAM E. NOYES, of Virginia, Minn., has been re-elected for another year.

► SUPT. H. R. PARTRIDGE, of Alliance, Neb., has resigned in order to accept a position with the Treasury Department.



**Dr. Wayne O. Reed**  
Assistant Commissioner of Education  
United States Office of Education  
Washington, D. C.

Dr. Reed, newly appointed Assistant Commissioner for the Office of Education, has served as president of the Nebraska State Teachers College since August, 1950. For eight years he was State Superintendent of Public Instruction for Nebraska and executive officer of the State Board of Vocational Education. He was responsible for the Nebraska rehabilitation program and served on the State Bureau of Registration and Education of Nurses. For several years he was a member of the board of directors of the National Council of Chief State School Officers.

Doctor Reed's breadth of experience in various educational positions, and as college president, should be of real help in the Office of Education in serving the needs of state and local school systems.

► SUPT. B. W. SHEPHERD, of Maysville, Mo., has been re-elected for another year. He has been superintendent since 1911.

► BURL M. CARPENTER, of Gridley, Kans., has accepted the superintendency at Orrick, Mo.

► DONALD B. KEAT has been elected acting superintendent of schools at Bangor, Pa., to succeed the late Robert E. Schetz.

► FRED W. W. ANDERSON, of Cairo, Neb., has taken the superintendency at Cambridge.

► J. S. NANTS, assistant superintendent in charge of the secondary schools of St. Louis, Mo., has resigned, after 41 years of service. He had served in the schools since 1910 when he was appointed a principal.

► SUPT. OGLE, of Ellington, Mo., has been re-elected for the next year.

► MAURICE J. WELSH has been elected superintendent of the Filer school district at Filer, Idaho.

► CLYDE COX has been elected superintendent of schools at Seward, Neb., for the year 1951-52.

► SUPT. RALPH FORSYTHE, of Riverton, Wyo., has been re-elected for the next year.

► SUPT. H. N. RICHARDSON, of Lenapah, Okla., has been rehired for the school year 1951-52.

► GEORGE A. DONAHUE has been elected superintendent of schools at Lyons, Neb.

► SUPT. D. W. HILL, of Triumph, Minn., has been re-elected for his third term.

► JOHN MONTGOMERY has been elected acting superintendent of schools at Ida Grove, Iowa, to succeed W. E. Young.

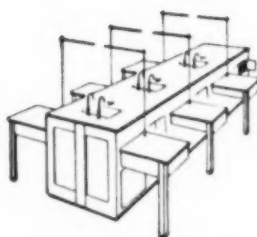


*To meet future-load  
requirements our new  
laboratory will have  
to be flexible. How  
can we make sure  
it will be?*



*Get help from Hamilton  
on your plans. Their  
Field Engineering Service  
has helped solve  
similar problems  
hundreds of times.*

For work-designed laboratory equipment



it's *Hamilton*, of course!

Get help from Hamilton, without cost or obligation.  
Write for Hamilton's newest Laboratory Equipment  
Catalog No. 211-R or for the name of the Hamilton  
Field Engineer nearest you. Remember—when  
there's work to be done, get help from Hamilton!

***Hamilton Manufacturing Company***  
Two Rivers, Wisconsin

# PROFESSIONAL DIRECTORY

**ATKINS, BARROW & LASSWITH**  
and Associates  
Architects — Engineers — Consultants  
CONTEMPORARY LOW COST SCHOOLS  
Urbana Illinois

**JOSEPH BAKER**  
ARCHITECT  
Only "Common Sense" Schools  
EXPERT ON MINIMAL BUDGET CONSTRUCTION  
NEWARK, OHIO

**LOUIS N. BALLUFF**  
Architect — Engineer  
EDUCATIONAL BUILDINGS  
35 East Wacker Drive Chicago, 1, Illinois

**BELING ENGINEERING CONSULTANTS**  
DESIGNERS OF HEATING, VENTILATING, ELECTRICAL,  
PLUMBING AND SEWAGE TREATMENT SYSTEMS  
FOR NEW AND EXISTING SCHOOLS  
MOLINE ILLINOIS PEORIA ILLINOIS BURLINGTON IOWA

**F. E. BERGER & R. L. KELLEY**  
ARCHITECTS  
Specializing in  
EDUCATIONAL BUILDINGS  
CHAMPAIGN ILLINOIS

**Peter E. Brender, Am. Soc. C.E.**  
School Planning by Group Participation  
With Your Educational Staff, Community  
Survey Techniques  
Box 153 Ann Arbor, Michigan

**BRENDER & VAN REYENDAM**  
Engineer M. Am. Soc. C.E. and Architect A.I.A.  
School Surveys — Planning — Design  
of School Systems  
Box 712 WAYNE, MICHIGAN

Specializing in School Buildings  
**EVERETT I. BROWN CO.**  
ARCHITECT & ENGINEER  
640 Insurance Bldg.  
INDIANAPOLIS 4, INDIANA

**STANLEY BROWN**  
ARCHITECT  
Licensed in Texas, Oklahoma  
and Louisiana  
3851 Cedar Springs Dallas, Texas

**DAVID GILL**  
LANDSCAPE ARCHITECT  
Functional & Economical Site Planning  
35 EAST WACKER DRIVE • CHICAGO

**JOS. C. GODDEYNE, A.B., B.S.A.E.**  
ARCHITECT  
Complete Personalized Professional Service  
Architectural — Engineering — Mechanical Work  
Bay City Bank Building Bay City, Michigan

**WM. B. ITTNER, INC.**  
Architects — Engineers  
Contemporary School Planning  
Board of Education Building St. Louis, Mo.

Wm. R. McCoy, A.I.A. D. Clarence Wilson, A.I.A.  
**McCOY & WILSON**  
ARCHITECTS  
School Building A Specialty  
Rooms 201-206 — 1108½ Main Street  
MT. VERNON ILLINOIS

**ROBT. A. MILLER**  
ARCHITECT  
OREGON & WASHINGTON  
420 EQUITABLE BLDG.  
PORTLAND 4, OREGON

**RAYMOND A. ORPUT**  
and Associates  
ARCHITECTS & ENGINEERS  
Educational Building Specialists  
Suite 620, Empire Building  
School Architect Rockford, Illinois

**WAYNE M. WEBER**  
ARCHITECT & ENGINEER  
Contemporary School Buildings  
STAR BUILDING TERRE HAUTE, INDIANA

## FORMULATES PLAN FOR SCHOOL BUILDING PROGRAM

The board of education of Britton, Mich. has issued a circular letter to the citizens expressing its satisfaction with the support given the \$200,000 building program by the citizens at the recent election. The bond issue proposal was approved by a vote of three and a half to one.

The board has outlined a proposed building plan prepared with the aid of the people of the district in attendance at three mass meetings. The program calls for four grade rooms, to be built west of the present building; a new structure south of the present building and to include lecture rooms, offices, agriculture shop, carpentry shop, storage rooms, and boiler room; and a remodeling of the present building to include changes in the existing rooms for other uses, such as homemaking rooms, physics and chemistry rooms, locker room, toilet rooms, and shower rooms. The present boiler will be converted for burning oil, and an additional boiler will be installed. The lighting systems will be remodeled.

## BARTLESVILLE PROJECTED

The board of education of Bartlesville, Okla., has completed a study of its school building needs for 1950 to 1956. The report calls for 14 additional rooms, three auditoriums, a football stadium and athletic field. The estimated building needs are based upon the present school enrollment, compared with the preschool enumeration.

The total cost of the projected program will be \$545,500. To finance the program, the board has a 4-mill building fund levy estimated to produce \$71,593; the proceeds from a bond issue amounting to \$325,000; and a 5-mill building fund levy amounting to \$73,000, making a total of \$469,598.

## GEORGIA STATE BUILDING AUTHORITY

The Georgia state legislature, at its 1951 session, enacted a law providing for the creation of a State School Building Authority, to apply revenue bond financing principles to the school building problem in the state.

Aimed at financing \$180,000,000 worth of school building improvements in the state in the form of new buildings and additions to buildings, the law calls for the establishment of a seven-member authority, with broad powers to finance and construct self-liquidating projects.

## BARTLESVILLE BUILDS NEW TYPE PRIMARY SCHOOL

The board of education at Bartlesville, Okla., on January 14, opened a new type primary school building. This school, which has proved quite popular, is designed to accommodate children of the primary grades in a homelike atmosphere near their homes. The building which is fireproof and equipped with all necessary accessories, contains four classrooms, a combination office, supply and clinic rooms; a kitchen, and an all-purpose room which can be used in bad weather for play and for public meetings.

The school was erected from plans prepared by Charles I. Woodruff, architect, and cost a total of \$70,075. G. M. Roberts, superintendent of schools, was in charge of the educational planning of the building.

## PHILADELPHIA SCHOOLS ACTIVE IN CITY PLANNING EDUCATION

An outstanding educational program in long-range city planning is that being done by the schools of Philadelphia, Pa., under the leadership of Dr. C. Leslie Cushman, associate superintendent of schools. Realizing the importance of young citizens' understanding the need for planning, the Citizens' Council on City Planning is co-operating by assisting in providing leadership for the school program and by giving technical assistance to students, teachers, and parents on neighborhood problems.

The Barrett Junior High School workshop program is a fine example of this education for community responsibility. At the request of a group of Barrett teachers and Dr. Harry Shapiro, curriculum assistant for city planning for the board, the staff of Citizens' Council has discussed the problems facing the community and offered its technical services and resources.

A study was planned to have the students evaluate their neighborhood by comparing it with other neighborhoods of Philadelphia. Tours were conducted to housing projects, fixups, tot-lots, recreation areas, and their own neighborhood. The students observed the need for green space, recreation areas, improved housing, and cleaner streets.

Another Barrett pupil group concerned itself with a model for a backyard fixup in the neighborhood. Facilities were recommended for both young and old. Plans of tables for games and work were arranged, and plans were made for the entire area for better outdoor living.

One group of children made two models to illustrate the lack of green space and recreation areas, and how the neighborhood can be redeveloped to provide these elements. They recommended that houses be removed to decrease the population density and to provide space for recreation.

Still another group, studying land-use of the city, made a model showing better land-use in the center city areas.

At an evening meeting, parents examined the work of their children, listened to their plans, and offered constructive suggestions to the plans. Edmund Bacon, executive director of the City Planning Commission, joined them in reviewing the students' ideas.

The Benjamin Franklin High School and the people of the twenty hundred block of Cleveland Street demonstrated a way for achieving constructive action. A group met to formulate plans for improvement of their backyards. The Citizens' Council, lending technical help, made a site plan for improving these yards. The site plan was shown.

Because of this splendid teamwork the Citizens' Council has commended the spirit and action of this group in making Philadelphia a better place in which to live, work, and play.



## Sanitary Wardrobes for Schools



Photo shows how entire interior of an R-W No. 833 Multiple-Action Master Control Door Wardrobe is instantly accessible, instantly exposed for airing, simply by opening master door.

WARDROBES by Richards-Wilcox provide maximum space for wearing apparel, yet require a minimum amount of space for installation. Simplicity of design keeps their cost surprisingly low, and they are manufactured in accordance with three standard principles of operation:

1. Individual Door Operation, fully receding.
2. Pair Door Operation.
3. Multiple Door Operation:

Each type is adaptable to conditions established by the architect, and can be furnished complete—with flush doors, coat racks, chalk boards, cork boards and other accessories.

So, if you're seeking ways and means to increase school space, child health, and teacher control, consider the many benefits and features of School Wardrobes by Richards-Wilcox, world's largest makers of Sliding Door Hardware.

- Sanitary Ventilation of Apparel.
- Simplicity of Operation.
- Ease of Installation.
- Easy Cleaning.
- Rugged Construction.

**INSPECT** at your earliest convenience, the nearest installation of R-W School Wardrobes. For details, telephone, write, or wire our nearest office.

**Richards-Wilcox Mfg. Co.**

AURORA, ILLINOIS, U. S. A. • Branches in all principal cities



1880

1951

OVER 71 YEARS



# This roof was *Saved* **NOT REPLACED!**



Timely inspection saved Superline Oils Ltd. the cost of a new roof at the Goodspeed & Davison Garage in Truro, Nova Scotia.

The Tremco Man with Mr. E. C. Baker, architect and engineer for Superline, inspected the roof. They found the roofing felts sound but dry. If neglected, the felts would disintegrate and an entirely new roof would be required.

Tremco Man Barton, however, stressed the need for *preserving* a dry but otherwise sound roof. Felts were resaturated with nonvolatile waterproofing oils and reinforced to insure added years of service. And then Tremco showed how its low cost methods really save money on the job . . .



## ONE PUMP EQUALS 2 MEN AND 1 DAY

Tremco's labor and money saving Roofing Pump was brought on the job by Nova Scotia Waterproofing. Halifax contractors. Roofing materials were quickly pumped from barrels on the ground right to the point of application on the roof. The job which was scheduled to require 6 men for 5 days was actually done with 4 men in 4 days.

Where men and dollars count, Tremco Methods win approval. No matter how small or large your roof, invite the Tremco Man to inspect it and give you his recommendations.



Leonard Barton  
Tremco Man  
MR-2

**TREMCO**  
Products and Methods  
for Building Maintenance  
THE TREMCO MANUFACTURING CO.  
CLEVELAND, OHIO



## DENVER CHANGES REQUIREMENTS

The Denver, Colo., board of education has ordered drastic changes in the graduating requirements for the five senior high schools. Beginning with the 10B class, which will enter the high schools in September, every student will be required to pass at least the following amount of work before receiving a diploma:

1. English—twenty semester hours
2. Social science—fifteen semester hours, including ten semester hours of American history
3. Mathematics—ten semester hours
4. Physical education—ten semester hours
5. Guidance—one semester of five classes a week, or their equivalent in tenth grade
6. Health—one semester of five classes a week, or their equivalent

Students for the first time will be required to specialize in one major interest field, such as history, science, or languages. They must take three units (30 semester hours) of courses in this field, either in senior high school or in ninth-grade courses identical with senior high school work.

At the West and Manual Training High Schools, the major emphasis will be on vocational courses. At the North, East, and South High Schools, the requirements in college preparatory work will be raised.

The board has approved a standard form or report card for junior high school students identical with that in use in the senior high schools. Pupils will be graduated from A (excellent) to E (not passing) and I (incomplete) in each course, and will be rated on 14 categories.

## CONSOLIDATION PROGRAM

The year 1950 saw a large consolidation program go into effect at Ontario, Ore. Five rural schools voted to become a part of the Ontario School District. Of the five schools, one was closed and the pupils transported to town, while the four remaining are being operated under a rural elementary supervisor. A Type A school lunch is being served to the pupils in the four rural schools. Two central kitchens have been installed and pressure cookers and thermos bottles are used for keeping the food hot and ready to serve when delivered. Two cooks are employed and a carefully planned transportation schedule has been set up so that the food may be delivered to the small schools on time and piping hot. The plan works out quite satisfactorily, according to Arthur Kiesz, superintendent of schools. The overhead is only one half of what it would be if each school had its own lunch program, and the program has the approval of the school patrons and the children in attendance.

## STUDY DROPOUT PROBLEMS

The Central school boards and principals of Clinton County, N. Y., have made a study of the dropout problem as it applies locally in the schools. As a result, the curriculums of each school have been more carefully studied so that these will meet the occupational needs of more

nearly 100 per cent of the pupils rather than 50 per cent as formerly.

The school boards and principals association has functioned for three years, and is the result of work carried on by a group of principals who had organized for the purpose of exchanging school ideas and practices. The combined organization meets every second month. At each meeting, one of its members leads a discussion upon a topic which has been decided in advance. Everyone feels free to contribute and consequently much is achieved. The schools rotate in their capacity as hosts and the host furnishes the dinner which precedes the meeting.

## REMEDIAL READING

At Mooers, N. Y., the administrative department has inaugurated a new program of remedial reading. As a beginning 25 eighth graders were selected as likely to benefit from the program. These were divided into four groups, each meeting twice weekly. Reading tests were conducted in both the seventh and eighth grades, using the Gates reading test.

Individual work was outlined for each pupil. Classes were arranged to permit time for corrective exercises, individual help, and group discussion of reading done. A record of remedial and corrective procedures was kept, and efforts were directed toward building a small special library of books to be available to retarded pupils. A growing list of suitable books in the school and town libraries will supplement the list.

Test results and other information pertaining to the reading achievements of pupils have been gathered and filed to be available to the school faculty. Memoranda on pupils whose slight reading weaknesses did not warrant special teaching, but who might profit from hints and instruction in the regular classes, was provided the teachers.

Supervising Principal Paul E. Vogan reports that gradually, as more minor reading problems are corrected in the classroom, remedial reading will be extended to the entire school.

## SCHOOL AREA STUDY

The board of education of Mason County, Mich., and the School Board Association, have begun a school area study of the county schools. The study is being made by 68 committee members from various parts of the county and from the different interests and professions.

The study, which was begun in April, 1950, is divided into five parts: (1) curriculum; (2) organization; (3) plant and equipment; (4) finance; (5) personnel.

In March, 1951, the board members of the entire county will attend a meeting of the committees to hear the progress reports. The value of the area study, according to M. Elna Hansen, county superintendent of schools, lies in the democratic method under which it is administered. Wholesome progress in the schools is badly needed and it will be effected when the local people realize that a change is necessary.

## PROMOTE FIRST AID PROGRAM

In November, 1950, the school board at Chester, Pa., selected ten teachers to make a visit to Swarthmore where they were to receive first-hand information on first aid instruction. As a part of the Civil Defense Program, the board ordered the closing of all schools one day a week, for nine weeks, in order to permit all teachers to qualify for first aid instruction. Teachers who take the course and qualify will receive a first aid certificate.

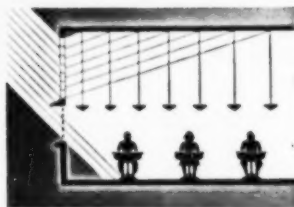
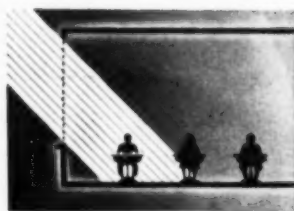


Exclusive new face finish on light-directing  
Insulux Glass Block cuts cleaning costs!

## NEW ECONOMIES FOR Daylight Engineering



Installation speed goes up! The new  
gold stripe makes it easier and faster to  
identify inside top of block.



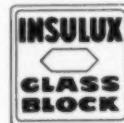
Top, child near ordinary window  
gets harsh brightness and glare,  
others suffer from high degree of  
contrast. Bottom, light beams strik-  
ing Insulux Glass Block No. 363.  
Built-in prisms route light UP, and  
spread it. Result is even, diffused  
light over entire classroom.

Now, a brand-new finish on Insulux Light-Directing Glass Blocks virtually eliminates post-construction cleaning expense! Even the hardest, dried-on mortar rubs off quickly and easily. No longer is it necessary for costly, time-consuming cleaning to take such a large part of your installation dollar.

Important as this plus feature is, it's only incidental compared to the *lifelong advantages* an Insulux Fenestration System installed on Daylight Engineering principles gives to schools.

Daylight Engineering and Insulux light-directing glass block No. 363 put plenty of daylight on the dark side of every class-room. Daylight on the inner rows of desks, work tables and blackboards means more than just less eyestrain on students! It means better posture, better work, less fatigue.

Your present school, or the one you are planning, can easily have the better light-controlling advantages of Insulux light directing glass block No. 363. A Daylight Engineer will be glad to tell you how. His services or the 24-page booklet, "Better Light for Our Children," is available without charge. For either or both, just write: Daylight Engineering Laboratory, Dept. AS 4, Box 1035, Toledo 1, Ohio. Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Company.



# INSULUX FENESTRATION SYSTEMS

— by the pioneers of Daylight Engineering



# SAVE Maintenance AND Towel Costs WITH

**Sani-Dri**  
ELECTRIC  
HAND OR HAIR DRYERS



Save valuable maintenance time and eliminate continuing towel expense. New high-speed Sani-Dri provides quick, automatic hand or hair drying service 24 hours a day year after year! Sani-Dri is a permanent solution to your washroom sanitation and drying problem . . . and SAVES UP TO 85% OF YOUR WASHROOM COSTS!

## NEW FASTER-DRYING FEATURES!

- New faster-drying heating element!
- New smaller, oval nozzle produces more concentrated stream of air!
- Instant starting push-button switch with automatic shut off!

All Sani-Dri Electric Dryers are GUARANTEED, and have carried the Underwriter's Seal of Approval for over 18 years!



## New Brochure!

Shows all Sani-Dri hand and hair dryer models with new high-speed drying features . . . plus installation pictures. Write today!

Manufacturers of Stools, Table Bases and Countertops for Restaurants and Soda Fountains.

Distributors in Principal Cities

**THE CHICAGO HARDWARE FOUNDRY CO.**

"Dependable Since 1897"

3451 Commonwealth Ave.  
NORTH CHICAGO, ILLINOIS

## TEACHERS PARTICIPATE IN READING WORKSHOP

In the Davenport 12-grade school at Davenport, N. Y., the classroom teachers are participating in a reading workshop, intended to develop a reading program which will co-ordinate the teaching of reading skills from the kindergarten through the high school. Activities in the workshop are co-ordinated by Miss Katherine Hobbie, a member of the Oneonta State Teachers College.

The establishment of the workshop was the result of teacher recognition of the need for teaching basic reading skills on the secondary level, and the need on the part of the teachers for a review of new findings in the reading program.

The workshop was made possible through the co-operation of the board in allotting released time for the studies and the financing of costs. Some good results are evident as evidenced by a real integration of the elementary, junior high, and senior high school curricula. The plan was originated by John Wilcox, supervising principal of the Davenport schools.

## IN-SERVICE WORKSHOP PROGRAM

The most significant innovation in the schools of Pendleton, Ore., in the school year 1951 has been the preschool in-service workshop program. The program was begun in 1950 on the plan of a three-year cycle, with the first year covering the community, the second year the student, and the third the teacher.

It was necessary to obtain the services of the State System of Higher Education and Dr. J. Granville Jensen, Dr. Richard M. Highsmith, Jr., and Dr. Robert J. Gridley were employed to assist in the program. In addition, a group of representative citizens was obtained to outline plans for the community study. This group included several industrial plant managers, the county agent, the county judge, a news editor, the chairman of the school board, the secretary of the Chamber of Commerce, and the presidents of the PTA Central Council and Women's Club.

The group met and conferred on the "master plan." It was decided that the study could best be made by holding a 2-day preschool institute, in which the community and the teachers would participate. This was to be followed by a course with college credit for those who desired to work on the study.

On the first day Dr. Jensen gave a talk on "Know Your Community," and Mrs. J. M. Cornelison spoke on "Pendleton, Past and Present." Three field trips were made to the Harris Pine Mills, the Inglehart Flour Mill, and the Pendleton Woolen Mill. The program closed with a dinner meeting, at which Dr. Jonathon R. Cunningham spoke on "The Importance of the Columbia Basin Development on Pendleton's Future."

## SCHOOL ADMINISTRATION

► The Cornwall, Cornwall-on-Hudson, and eight rural contracting districts of Cornwall, N. Y., have begun a centralization survey, which seeks to bring together 1275 students in one Central School and to provide a better educational program than is now being offered.

A citizens' advisory council has been formed, under the direction of George R. Krom, of Cornwall-on-Hudson, and Donald H. McCann, of Cornwall, with the presidents of the two school boards co-operating. The work is being carried out

under the direction of Mrs. Amy Bull Crist, superintendent of the district.

► At Baldwinsville, N. Y., the entire faculty of the school district is participating in monthly half-day workshops. The teachers work from one to four o'clock on problems of curriculum, textbooks, assemblies, and programs. Paul H. Benedict, supervising principal of the district, has taken the leadership in the organization of the workshops.

► Annually in the spring, upper grade pupils from 14 rural schools surrounding the town of Addison, N. Y., are guests of the Central District for one day. On this day, the pupils are welcomed, are assigned to a friend or companion, and attend classes, cafeteria, and library to get them acquainted with the atmosphere and the program of the larger school which they will attend in the fall.

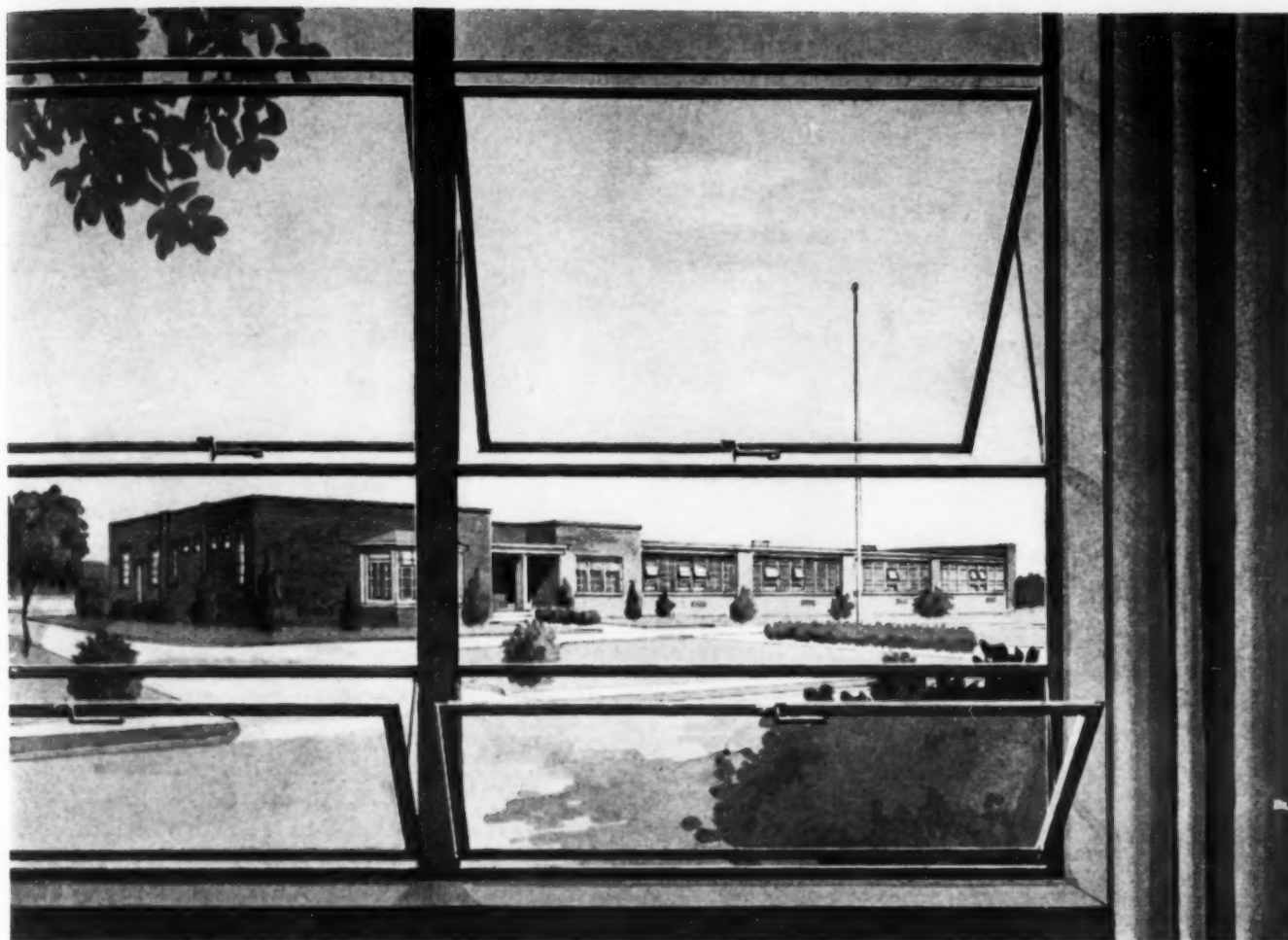
► The public schools of Augusta, Kans., under the direction of Supt. H. H. Robinson, are offering the use of the school gymnasium for social activities among the students. In addition to being available for the usual school functions, the high school gymnasium is open one night a week as a "play night." All young people are welcome to assemble for an evening of games, including volleyball, badminton, and ping-pong. Square dancing is encouraged as a part of the offerings. It is planned to keep both high school gymnasiums open on Saturday afternoons to provide suitable diversion for the young people. One of the school's physical education teachers acts as a leader in the activities.

► The school board at Delhi, N. Y., has set up new regulations for promotion and for certification of high school seniors. Under the rules, a student may be graduated from the Delaware Academy and Central School if he has earned a Regents or a college entrance diploma or a general school diploma. To earn a Regents' diploma, a student must meet the requirements set by the State Regents; that is, he must earn a total of 16 units, plus one-half unit for physical education, and one-half unit for health. In order to be certified for graduation, a senior student must have obtained an average of 75 per cent in each required subject. Seniors not certified may qualify for graduation by meeting one of the three requirements set up by the board.

► Wadena, Minn. The county school survey committee, in presenting its report on the proposal for a reorganization of the school districts in Wadena County, has urged a reduction in the number of districts from 60 to 5. An election will be held in May, 1951, to set up the machinery for effecting this reorganization. The committee has prepared material for a publicity campaign to be carried on in the newspapers, on the radio, and among the local organizations to secure the prompt approval of its recommendations.

► The 1951 school improvement program inaugurated by the Harrison, Mich., school board includes (1) the purchase of 600 selected library books to be used in the grades; (2) meetings of the teachers, with the school board and members of the administrative staff have been held in various sections of the county for the discussion of educational problems; (3) the board is seeking additional funds for the expansion of the elementary program through the addition of music, home economics, and shopwork. The employment of special teachers for these subjects and for remedial work has been recommended by Supt. John F. Brown.





Lupton Architectural Projected Window installation in Charles Street Grade School, Palmyra, N. J. Architect: Micklewright and Mountford, Trenton, N. J.

It's more fun to go to school in classrooms that invite the great out-of-doors. It's sound designing to provide bright, cheerful classrooms and prevent eye fatigue with relaxing distant vision.

See how easy it is to achieve these objectives with Lupton Metal Windows. Precision built at every point—will not warp, swell or shrink. Maintenance problems are at a minimum. Slender metal frames and muntins admit plenty of non-glare daylighting. Easily controlled, draftless ventilation is possible in every kind of weather. Beautifully designed locking hardware allows finger-touch operation. Lupton Metal Windows are made in steel and aluminum in sizes and designs particularly suitable for school building requirements. Write for our General Catalog or see it in Sweet's.

MICHAEL FLYNN MANUFACTURING CO.  
700 East Godfrey Avenue, Philadelphia 24, Penna.

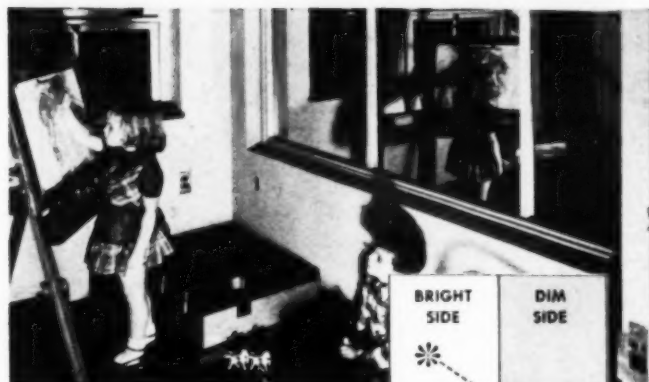
*Member of the Metal Window Institute and  
Aluminum Window Manufacturers Association*

# LUPTON METAL WINDOWS

**NOW YOU SEE THEM...  
NOW THEY DON'T**



**To the Student-Teachers  
IT'S A WINDOW**



**To the Children  
IT'S A MIRROR**

At Illinois State Normal University, the natural conduct and reactions of kindergarten pupils can be observed by a whole class of teachers-to-be—and the children never know they're being watched.

*Mirropane*\*, the transparent mirror, provides this extremely useful teaching aid, this "sight unseen". From the children's room, it's an ordinary mirror, often used in regular activities. But from the dimly-lighted student-teacher's classroom, it's a clear window!

This principle of sight unseen is one you can use in many places, wherever you wish to provide a means for observing people without their suspecting it. *Mirropane* is highly decorative, too. Write for full information. \*®

**MIRROPANE**



TRANSPARENT MIRROR • PRODUCT OF LIBERTY MIRROR DIVISION  
LIBBEY • OWENS • FORD GLASS COMPANY  
1641 NICHOLAS BLDG., TOLEDO 3, OHIO

## **ADJUSTABLE TO SUIT ALL STUDENTS!**



- **ADJUSTABLE**  
FOR HEIGHT OF BOOKBOX
- **ADJUSTABLE**  
FOR HEIGHT OF CHAIR
- **ADJUSTABLE**  
FOR DISTANCE BETWEEN  
BOOKBOX and CHAIR
- **SELF LEVELING DEVICE**  
—a unique feature that positively  
eliminates rocking or jiggling occasioned  
by unevenness of floors.
- **SWIVEL SEAT with ADJUSTABLE TENSION**  
POSTURIZED FOR CORRECT SITTING

*These* and many other outstanding structural features combine to make the IRWIN No. 254 Movable Desk the finest of products in this category. Get the facts before buying any school desks. Catalog of complete line on request.

**Irwin Seating**  
COMPANY  
GRAND RAPIDS, MICHIGAN



## NEW PUBLICATIONS for School-Business EXECUTIVES

### Standards for the Evaluation of Elementary School Buildings

By C. W. Odell. Paper, 62 pp. Published by the author at the University of Illinois, Champaign, Ill.

These standards embrace (1) the site, (2) the gross structure and general plan, (3) the academic classrooms, (4) the special classrooms, (5) the general service rooms and features, (6) the mechanical and electrical and sanitary systems, including fire protection. The standards reflect the best existing practice of the present time, but allowance is made for local conditions which make for variations in standards. The entire statement is to be used in connection with a score card provided for a total score of 1000 points. The author is quite conservative in relation to construction and mechanical equipment, but sets up exceedingly high levels to be achieved in the arrangement of the building as a whole and in the size and finish of academic classrooms. The standards and accompanying score card will provide a useful device for judging existing school plants. Any competent school executive should get objectively satisfactory results.

### Standards for the Evaluation of Secondary School Buildings

By C. W. Odell. Paper, 74 pp. Published by the author at the University of Illinois, Champaign, Ill.

This book follows in its essential arrangement and point of view the author's Standards for Evaluating Elementary School Buildings. Necessarily special attention is given to the special types of classrooms—science laboratories, home-economics rooms, industrial-arts shops, business education rooms, agricultural laboratories and farm shops, drafting and art rooms—and those much used larger rooms—auditorium, gymnasium and physical education rooms, library, cafeteria and kitchens, study halls, etc. The author sets up standards which should be readily achieved by any satisfactory secondary school. He is moderate in his requirements for lighting, fire protection, and his point of view is distinctly forward-looking in anticipating trends for broadened instructional services, community use of high school facilities, etc. The recommendations and standards for academic rooms and for the so-called special classrooms are particularly satisfying.

### Statistics of State School Systems, 1948-49

By David T. Blose. Paper, 8 pp. Circular No. 285, January, 1951. U. S. Office of Education, Washington 25, D. C.

This circular presents basic data, by state, for public elementary and secondary schools for the year 1948-49; specifically, enrollments, instructional staff, high school graduates, salaries of instructional staffs, financial support, expenditures by category, and a few selected statistics. The report shows that enrollments in the elementary schools have increased by 1,153,000 since 1944-45, and in the secondary schools by 104,000 since 1943-44. The number of instructors in elementary and secondary schools increased by 64,108, or 7.4 per cent in the four-year period. During this period the average length of school year in days increased from 175.8 to 178.2 days, and the average number of days attended per pupil increased from 148.9 to 156.5 days, and the percentage of enrollment in daily attendance increased from 84.7 to 87.8 per cent. The grand total of school expenditures for the year, including adult and summer schools, amounted to



a  
toothbrush  
to scrub  
an elephant?

... no more ridiculous than scrubbing and maintaining floors with old-fashioned soap and water methods and materials.

Hillyard modern floor care methods save up to 50% in labor costs. Hillyard products are tailor-made for particular jobs to enhance the beauty and prolong the life of any floor... every product is quick acting, safe and easy to use and safe underfoot. U/L approved SUPER SHINE-ALL for instance, is specifically designed as an all-purpose, neutral chemical cleaner to do a thorough job WITHOUT RINSING, in half the time. SUPER HIL-TONE, Hillyard's non-greasy dressing, formulated to hold down dust, eliminates frequent dusting, speeds maintenance of floors, woodwork, furniture.

Users of specialized Hillyard products get the BEST in modern building surface care because Hillyard products are laboratory and field tested!

That's why architects, flooring manufacturers, building managers, flooring contractors and maintenance men PREFER to endorse Hillyard SPECIALIZED floor treatment products and equipment for practical care of floors in hospitals, schools, gymnasiums, factories, public and private buildings.

Want to learn how Hillyard can simplify your floor care? Just mail the coupon. No obligation.

Consult the Hillyard trained floor expert in your vicinity "The Hillyard Maintainer"



... On Your Staff  
Not Your Payroll



St. Joseph, Missouri

BRANCHES and WAREHOUSE STOCKS IN PRINCIPAL CITIES

HILLYARD CHEMICAL CO.  
St. Joseph, Mo.

Dept. A-4

Will you please send us information on proper materials recommended for cleaning and treating the following types of floors. No obligation.

\_\_\_\_ Asphalt Tile      \_\_\_\_ Cement  
\_\_\_\_ Rubber      \_\_\_\_ Linoleum  
\_\_\_\_ Wood      \_\_\_\_ Marble  
\_\_\_\_ Gym      \_\_\_\_ Tile  
\_\_\_\_ Terrazzo

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

INSTITUTION \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

\$5,010,000,000, which is \$699,059,000, or 16.2 per cent more than the expenditure in 1947-48. Of the total expenditure, 84.8 per cent went for current expenditures, including 52.7 per cent for staff salaries.

### Teachers' Salaries in 200 School Systems in Cities of 30,000 to 100,000 Population

Paper, 50 pp., \$1. Circular No. 1, January, 1951. Published by the Research Division, National Education Association, Washington 6, D. C.

This salary survey for 1950-51 presents the salaries and salary schedules of city school employees. It shows that in amount schedules are below professional levels, with the median at \$3,938. While there has been improvement, the rate of progress was less than in the previous two years. The report shows that in six years, 1944-50, the proportion of single-salary sched-

ules in Group III cities has increased from 53 to 98 per cent.

About 80 per cent, or 160, of the schedules recognize one or more training levels below four years. Of these, 15 indicate that they no longer appoint teachers with less than four years' preparation or the bachelor's degree. The four-year level of training is specifically recognized in all single-salary schedules. The master's degree is recognized in 193 of the schedules. Forty-nine provide a salary class for six years' training, and 22 recognize the doctor's degree.

### Broadcasting to Schools

Paper, 215 pp. \$1. Published by Columbia University Press, New York 27, N. Y.

This bulletin contains reports on the organization of school broadcasting services in 13 U.N. countries.



# • • • Better FOR YOUR CHALKBOARD

*Better* WRITING  
with **Omega**  
Chalkboard Chalk  
in Color

and with  
**Alpha**  
White Dustless Chalk

*Better* ERASING  
with **COSTELLO**  
Double Sewed Eraser

Write for Catalog. Dept. AS-JO  
**WEBER COSTELLO CO., Chicago Heights, Ill.**

## PUBLICATIONS

### Intercultural Education

By John D. Redden and Francis A. Ryan. Cloth, 180 pp., \$3. The Bruce Publishing Company, Milwaukee 1, Wis.

This book aims to set forth clearly the means by which intergroup relationships can be promoted through an effective program of intercultural education. It takes up the problems of intercultural education, the promotion of this education through the schools, methods and intercultural education, and the purposes and work of UNESCO. The final chapter contains a summary of the essential work of intercultural education and an outline of the essential principles governing Christian doctrines of true democracy. In the direction of the solution of all problems, emphasis is laid on the choice and use of content materials, activities and methods which should

advance intercultural goals in conformity with the foregoing principles.

### A Building and Educational Self-Survey of the Arenzville, Chapin, Concord, Meredosia Community Unit School Dist. No. 27

Compiled for the board of education by citizens, teachers, and pupils. Paper, 31 pp. Published by the Bureau of Research and Service, College of Education, University of Illinois, Urbana.

This survey of a community unit school district had for its purpose the collection of facts and figures to provide a plan for a long-range school building program and to determine the type of program the people wanted. A serious effort was made to insure representation of every geographical, racial, economic, religious, and social

segment of society. The survey took as an analysis of the community, its population, birth rates, enrollments, preschool enrollment by schools, and the financial condition of the district. The committee recommended the construction of a new central high school building and the use of the present elementary and secondary buildings for the first eight grades. The report suggests a definite and large increase in enrollments, to begin in 1952 and to continue to 1960.

### School Building Survey, Hamden, Connecticut

Paper, 90 pp. Compiled and issued by Melvin Engelhardt, Engelhardt, and Leggett, educational consultants, New York, N. Y.

This survey of the school system of Hamden, Conn., by a firm of educational consultants, aims to study the growth of the school system and to analyze the existing school facilities and the present and future growth of the system. The report suggests reorganization on a 6-3-3 basis, the construction of a new junior high school building, the selection of sites for a junior high school and an elementary school, and the enlargement of the present senior high school site to provide facilities for 250 more students in 1960. The total cost of the proposed program over a ten-year period will reach \$5,510,000. The largest project is the new junior high school, to be erected at a cost of \$2,200,000. The community is thriving, enjoys a steady growth in population, and is well able to support a conservative building program.

### Playgrounds: Their Administration and Operation (Rev. Ed.)

Prepared for the National Recreation Assn. by George D. Butler. Cloth, xiv-459 pp., \$4. A. S. Barnes & Co., 101 Fifth Ave., New York 3, N. Y.

Completely rewritten, this edition contains approximately the same subject matter as the original book, plus much new material. Used both as a textbook for college and university students and as a reference book for playground administrators and leaders, this comprehensive work covers: planning, layout, equipment and maintenance of playgrounds; functions, positions, duties, and qualifications of leaders, volunteer workers and junior leaders; age classification, organization and presentation of activities; administrative controls; personnel and playground policies and regulations; and safety.

### School Building Programs

By John S. Carroll. Education Service Brief No. 14. Office of the County Superintendent, San Diego County, Calif.

This fourteenth issue of "Recommended School Business Procedures" which Mr. Carroll has placed in the hands of his school boards and their executives takes up (a) the selection of an architect, (b) the selection and approval of appropriate sites, (c) the preliminary educational and building planning, (d) the final planning and the state approval of plans, (e) the specifications and construction contracts, (f) the financing, (g) the utilization of state aid.

### The Henry Haigh School

Paper, 16 pp. Dearborn board of education, Dearborn, Mich.

This pamphlet presents a new school building to the people who will be served by it and makes clear the purpose and special areas.

### Handbook for the School Bus Driver

Paper, 51 pp. Bulletin 396, 1949. State Department of Public Instruction, Harrisburg, Pa.

This handbook is intended to provide a guide for traffic safety so far as school buses are concerned. It embraces the official requirements for the employment of school bus drivers, the responsibilities of the drivers, the treatment of accidents, the sanitation of school buses, and the management and administration of local pupil transportation systems. Specific recommendations are included for the discipline of pupils. The bulletin sets up high standards for school bus drivers.

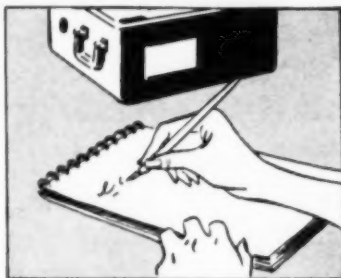


**Teach All Subjects  
With Less Time and Effort!**



#### LANGUAGES

are learned faster through repetition on tape—teachers save time and work by going through lesson only once—playing same tape to all classes.



#### SHORTHAND

Dictation is made easier—accurately timed and evenly spaced on the Ampro Tape Recorder.



#### SPEECH CLASSES

Invaluable for speech practice. Students can hear their mistakes and correct them instantly. Constant repetition aids learning.



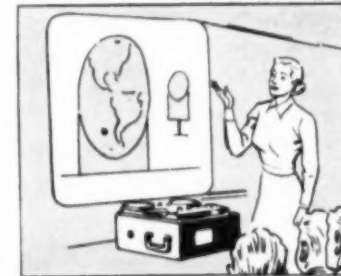
#### SCIENTIFIC NOTE TAKING

Saves teachers' and students' time by recording notes for hundreds of play-backs.



#### DANCING, SINGING, INSTRUMENT PRACTICE

Dance routines, vocals, instrumentals can be perfected on tape as any mistake can be instantly erased—recorded correctly.



#### SLIDE AND FILM ACCOMPANIMENT

Recorded commentary adds life and realism to any subject on slides or silent film. Students show more interest—learn faster—retain facts longer.

## Ampro

### WORLD'S LOWEST PRICED TAPE RECORDER



**Simple to Operate! Record and Play  
Instantly! Keep Permanently or Erase!**

**Compact, Lightweight—Only 17 lbs.!**

**Record 2 Full Hours on One 7" Reel**

This amazing new tape recorder is designed especially to lighten the heavy burden of modern teaching—to teach better and quicker—to operate simply, economically—and to be compact and light enough for a woman to carry anywhere (only 17 lbs.). Yes, the new Ampro Tape Recorder will do all this and more for you... at the world's lowest price! Record 2 full hours on one 7" reel—play it to your classes as you would a radio. Keep recorded tapes for future use—or erase tape at the flick of a switch and use over and over again. Write now for details!

**\$119<sup>75</sup>**

**Complete**

**MAIL COUPON! WRITE NOW!**

Ampro Corporation

ASBJ-4-51

2835 N. Western Ave., Chicago 18, Illinois

Rush me FREE illustrated literature on the new Ampro Tape Recorder.

Name.....

Address.....

City.....Zone.....State.....

**Ampro Corp.**

(General Precision Equip. Corp. Subsidiary)

8mm Cameras and Projectors

16mm Sound Projectors

Slide Projectors

Audio-Visual Accessories





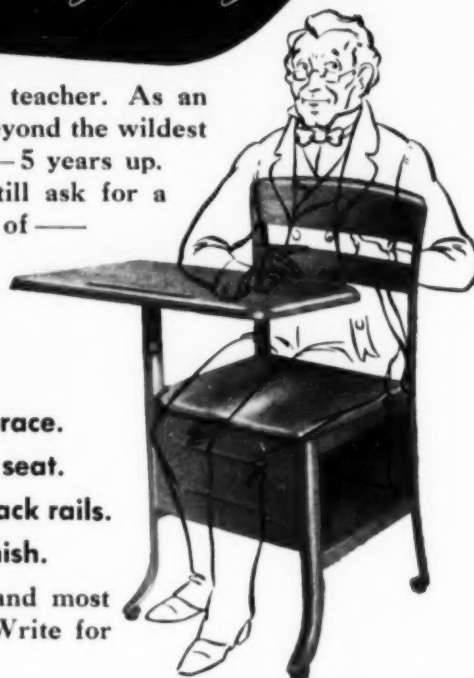
## *You've Come a Long Way Since My Day*

And I'm thinking about the *comfort* of both pupils and teacher. As an example — take this chair desk I'm sitting in — comfort beyond the wildest dream of my time. It's made in sizes for all children — 5 years up. Check the points and send for full facts, or better still ask for a sample and see for yourself the economy and comfort of —

### **Beckley-Cardy Super De Luxe CHAIR DESKS**

- Rugged steel frame.
- Streamlined beauty
- Adjustable writing desk.
- Refinishable maple top.
- Rigid triangle desk brace.
- Solid maple saddle seat.
- Curved, comfort back rails.
- Taupe lacquer finish.

Altogether the most versatile, most comfortable and most economical chair desk available for all grades. Write for sample and quantity price list No. C451.



**BECKLEY-CARDY COMPANY • Manufacturers**  
1632 INDIANA AVENUE, CHICAGO 16, ILLINOIS

### **HOW CARBONDALE TAKES CARE OF EXCEPTIONAL CHILDREN**

What kind of children make up the group called exceptional children? They comprise children who are crippled, those who are blind or deaf, the mentally retarded children, the delinquents, the truants, and the incorrigible ones. Yes, and the gifted pupil, whose knowledge soars ahead of the subject and who is bewildered by the importance which the teacher places on "baby stuff."

In the spring of 1950, Clyde V. Winkler, superintendent of schools of Carbondale, Ill., made a report concerning a survey of exceptional children in the schools of District No. 95. He reported that 391 atypical children were enrolled in the schools at that time. That is 27.7 per cent of a total enrollment of 1409. The figures covered the kindergarten, through grade eight, in four elementary schools.

The report listed three types of exceptional children: physically handicapped; mentally different; and socially maladjusted. Of the physically handicapped children in the city schools, 77 had defective vision, 24 were hard of hearing, 14 were crippled, eight had heart trouble, 74 had speech defects, 36 were malnourished, and 13 had various afflictions.

The Lincoln School topped all others in the percentage of students classed as exceptional. Thirty-three per cent of a total enrollment of 518 belonged to one of the three atypical classifications. Attucks School was next with 32 per cent, Brush School followed with 2 per cent, and Springmore with 18 per cent.

The largest number of gifted children, it was noted, attend the Brush School. At the other

extreme is the Lincoln School with 32 mentally retarded pupils; Lincoln and Attucks were tied with 11 each for the number of truants; and Lincoln led the field in the number of delinquents with 6 pupils.

Lincoln School had the largest number of pupils (42) with defective vision, the most (34) of speech defectives, and the greatest number (18) of malnourished pupils. Eleven out of 14 cases of crippled children attend the Attucks School and this school also had the largest number (9) of pupils who are hard of hearing. Lincoln School had five out of eight heart cases.

A beginning in corrective work was begun in Carbondale in September, 1945, with the establishment of a program of speech correction. A trained teacher was employed and a definite program was set up.

The local schools employ a full-time nurse who works with parents, teachers, and principals in an effort to bring about correction of many physical and health problems. Classroom teachers give individual instruction and help as time permits and in many cases serve as guidance counselors.

The study revealed, according to Mr. Winkler, that the present program of special education in the schools demands an enlargement in scope and facilities just as soon as finances permit.

### **SCHOOL EXPENDITURES IN 1949**

Total federal, state, and local expenditures for education in 1949 were \$5,063,489,000. Deducting federal and state aid to local communities, the net expenditure was \$3,298,996,000. The foregoing figures include capital outlays and

interest. Of the entire sum spent for all governmental purposes, education required 6.0 per cent.

### **WASHINGTON SCHOOLS TEACH BY TELEVISION**

The Washington, D. C., schools have begun the first attempt to teach by television. The first of a series of eight lessons in elementary music has been started this spring, the series to be completed May 18. A special music teacher spends 30 minutes teaching songs and music theory to a group of sixth graders seated in a music studio. By telecasting the lessons, it is hoped to bring the skills of specialists in the music department to elementary pupils who otherwise would get their instruction from classroom teachers.

### **HOLLEY BEGINS STUDY OF SCHOOL BUILDING NEEDS**

The school board of Holley, N. Y., with the co-operation of Supt. Alfred L. Perry, has begun a study of school building needs. A representative of the board met with the student council group as a means of receiving suggestions from the student body. The Council compiled 19 questions which students were expected to answer regarding the school's future building needs and their financing. The president of the board then discussed the questions with the council members at a student assembly. A similar questionnaire was submitted to the parents by the pupils and the results were given to the board for study and approval.

It was found that both pupils and parents recognized the need for planning an elementary school building in the near future and for anticipating future needs within the ten-year period. A new site has been selected and will be approved by the voters at an election.



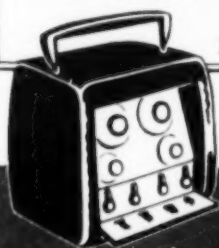


# A Completely New Approach to School Hearing Tests!

**HIGHEST ACCURACY** in detecting hearing loss!  
**FORTY TESTED** at once . . . in less than 20 minutes!  
**EVEN FIRST-GRADERS** successfully tested in groups!  
**TESTS CAN BE GIVEN** by teachers with no special training!  
**... AND THE EQUIPMENT PAYS FOR ITSELF!**

\* The 1950 report of the American Hearing Society's Committee on Hard of Hearing Children revealed that *nearly one-fourth* of all pupils screened out by the old-fashioned phonographic audiometer are actually without impairment. At the same time, it showed that *pure-tone* testing discovers *more than twice as many* defective-hearing children as the phonograph method.

MAICO F-1



School systems have waited long for a group hearing test that accurately locates hard of hearing pupils . . . that does it *fast* . . . and *doesn't* require a trained specialist in audiometry.

Such a method is now available—the MAICO PURE TONE group screening method. For the first time, you can **KNOW FOR SURE** which pupils are hard of hearing . . . and you can find it out *early* in their schooling.

No longer any need for complicated procedures with out-of-date equipment calling for handling by experts only—and then yielding inaccurate, unreliable results\*.

No longer need hearing loss be the reason for **EVEN A SINGLE COSTLY GRADE REPETITION**. You can expect this new *pure-tone* equipment to pay for itself the first year . . . and even produce additional savings besides.

Write today for "School Hearing Tests"—describing in detail how MAICO pure-tone group screening can save time and money for your school system.

**Maico**   
 90% OF ALL AMERICA'S PRECISION  
 HEARING TESTS ARE MADE WITH MAICO-BUILT AUDIOMETERS

**THE MAICO COMPANY, INC.**  
 898 Maico Building • Minneapolis 1, Minn.

Please send full information about new, *modern* school hearing tests, using pure-tone group audiometry.

Name.....

Address.....

City.....Zone...State.....

## Room For Expansion



**Plan for the future  
while you build for today**

**W**HETHER you plan to seat 500 or 10,000—you can begin building today. You can start with a unit as small or even smaller than the above 10-row Wayne Type "H" Portable Steel Grandstand. To this initial unit, whatever its size, sections can be added as desired.

Plan for the future . . . build economically . . . take advantage of Wayne's construction flexibility. With the Wayne Type "H" Stand, expansion is a simple matter—you merely

add 15 foot sections as desired. And with every section you add, you gain an increased earning capacity. Every seat is a *prospective source of income* . . . helping to pave the way toward future grandstand expansion.

To assure meeting your individual requirements, Wayne provides a variety of types and sizes of Portable or Permanent Steel Grandstands and Gymstands and delivery is prompt. For full design and construction details, send for our Catalog.

*"Wayne Stands  
for Safety"*



### WAYNE IRON WORKS

143 NORTH PEMBROKE AVENUE • WAYNE, PENNSYLVANIA

## Monroe FOLDING TABLES

### And Folding Chairs



Ask for  
Catalog  
No. 225

**DIRECT PRICES to CHURCHES,  
SOCIETIES, SCHOOLS, CLUBS, etc.**

Monroe Tables Designed and  
Manufactured Exclusively by

### THE Monroe COMPANY

6 CHURCH STREET      COLFAX, IOWA

## IMPROVING PUBLIC EDUCATION THROUGH SCHOOL BOARD ACTION \$3.00

by Maurice J. Thomas, Henry Toy, Jr., Willard E. Goslin, Herold C. Hunt, Willard B. Spalding, Walter D. Cocking, Willard S. Elsbree, William C. Burton, and N. L. Engelhardt.

- A series of nine lectures delivered at the University of Pittsburgh under the auspices of the School of Education and the Tri-State Area School Study Council.
- These lectures present a new idea: strengthening the public schools through more effective school boards.
- Whether elective or appointive, no officer is more important than the school board director; he more than any other official determines the quality of local education, teaching, curriculum, buildings, and equipment.
- Through this book, an account of meetings of school directors with outstanding leaders in education, should come greater understanding of the problems in public education and the solutions for them.

**UNIVERSITY OF PITTSBURGH PRESS**  
PITTSBURGH 13, PENNSYLVANIA

# HOW TO AVOID WORRY:

IF YOU ARE RESPONSIBLE FOR THE SELECTION OF BLACKBOARDS FOR YOUR SCHOOL, DON'T BE WORRIED ABOUT YOUR CONSCIENCE BOTHERING YOU WITH SUCH GNAWING ACCUSATIONS AS THESE . . . . .

"Why did you let yourself be sold on color without considering the loss of visibility from lowered contrast?"

"Why did you make such a short-term investment in a blackboard with just a veneer writing surface?"

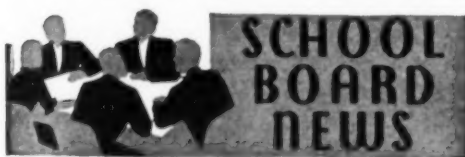
"Why didn't you consider the maintenance problem?"

"Why did you forget that there never is a substitute for quality?"

"Why did you believe that dyed imported Italian rock was a true slate?"

**PREVENT WORRY BY BUYING INTELLIGENTLY!  
CHOOSE TROUBLE-FREE, TIME-TESTED, NATURAL  
PENNSYLVANIA SLATE.**

**NATURAL SLATE BLACKBOARD COMPANY, PEN ARGYL, PENNSYLVANIA**



► St. Louis, Mo. As a result of the pressure of public opinion, the school board has voted to eliminate the independent office of supply commissioner. The action, which places the responsibility for the supply department under Supt. Philip J. Hickey, came as a surprise since proponents of the office failed to muster the required votes for adoption. A. K. Nushan, who held the position, will become an assistant to Mr. Hickey.

► Arkansas City, Kans. The board of education has given the second cost-of-living increase during the school year 1950-51. In September, the salaries of school employees were raised according to formula, \$50 per year for men, and \$32.35 for women. The March increase for the past six months was \$91 per year for men, and \$58.88 for women. The increases were based on the Bureau of Labor cost-of-living index of 170, and the change needed for offsetting each point change was set at \$10 for men and \$6.47 for women.

► The school board of East Providence, R. I., has voted to create the position of school purchasing agent for the purchase, inspection, and reception of all school supplies. The initial term of office will run from the time of appointment to January 1, 1953. The headquarters of the agent will be in the school department's administrative offices.

► Bethel, Conn. The school board has voted that school janitors, when employed as special police and assigned to traffic duty, are to be under the

jurisdiction of the police department, and that they should be paid by that department for such work.

► Cincinnati, Ohio. The school board has adopted new rules governing employees called to military service. Under the rules, such employees may be returned to their positions without loss of personal or financial status within a year after the completion of their military service. Employees eligible for promotion at the time of leaving will receive the promotion and the position will be filled by a substitute until the appointee returns from service.

► New Orleans, La. As a civil defense measure the advisory council of civic and military leaders has ordered the registering and tagging of the city's 80,000 white and Negro elementary pupils. Each child is expected to buy his own tag, containing his name, religion, blood type, next of kin, and RH factor.

► Washington, D. C. The school board has received a report from Supt. Hobart M. Corning, showing that district school employees required to furnish their own transportation for school business spend an average of more than \$100 a year out of their own pockets. The report, requested by the board, was based on mileage records kept during January by teachers and officers of the white schools. Superintendent Corning estimated that an annual appropriation of \$34,000 would be required to compensate these employees. Employees who furnish their own transportation include staff officers, principals, directors and assistants, heads of departments, supervisors, teachers of special subjects, and members of the visiting instruction staff.

► The Coraopolis School District at Coraopolis, Pa., is a member of the Tri-State Area School

Study Council and is one of the 50 area school districts comprising this group. The board members regularly attend all the seven biweekly meetings of the board institute sponsored by the Council. Five teachers and the supervising principal, Marcus W. Davies, regularly serve on committees of the Council. A guidance counselor has been employed for the senior high school and a course in driver training is maintained.

► At Carrollton, Mo., the number of rural schools has been reduced from 80 to 7 through consolidation and reorganization of the districts. In six towns, including Carrollton, new high schools have been established.

## SUPERINTENDENT'S REPORTS EDUCATE SCHOOL BOARD

Gordon G. Humbert, superintendent of schools at Lima, Ohio, regularly presents a report to the school board, showing for the past two months all of the procedures and accomplishments of the school system. A unique feature introduced a year ago at the board meeting was that of inviting to board sessions members of various groups of the school staff, including principals, directors, supervisors of the art and music departments, the home-economics department, and other departments.

At the board meeting in February the board welcomed a number of teachers in the elementary language group, who are engaged in teaching the fundamentals of reading, spelling, arithmetic, and writing. Also present were nine pupils who demonstrated the charts and other tools of instruction used in the classroom. The practice of inviting staff members to board meetings has a twofold purpose: It gives the board members an opportunity to meet members of the teaching



## For Modern Schools

Griggs

Skyliner 

Seating



Request  
our new  
catalog  
TODAY!



**GRIGGS  
EQUIPMENT  
COMPANY**

★  
Manufacturers of School,  
Church and Theatre Seating  
BELTON, TEXAS

Schools everywhere  
are buying the popular  
Skyliner seating  
— finest in school  
furniture.

There is a Dealer near you. Write us requesting his name.

staff, and it permits the teachers to observe a board meeting in session and to become acquainted with the members. The plan creates mutual understanding of the problems and responsibilities of each group and the board members get a firsthand insight into the program of the schools.

### IN-SERVICE TRAINING OF BOARD MEMBERS

Working on the idea that an informed school board is the best board, Edward B. Deery, superintendent of schools at Darby, Pa., has followed the plan of devoting a part of each board meeting to the in-service training of the members. As a background for the discussion of the schools, each principal makes an informal report at successive board meetings, covering the work and the problems of his school. Mr. Deery is planning to introduce instructive reports by classroom teachers, supervisors, cafeteria workers, and maintenance personnel.

The plan has been favorably received and voluntary offers of help have been extended for the solution of specific school problems. It is the belief of the board and Superintendent Deery that the plan is capable of promoting unity of purpose and a greater understanding among the school employees.

### PROGRESS IN BENTON COUNTY

The 54 rural schools of Benton County, Minn., have made progress during the past year. Ten schools have been closed and the pupils and teachers transported to neighboring schools.

An audio-visual education program has been introduced. A total of 24 schools now own film-

strip machines. All schools have access to a co-operatively owned film-strip library, located in the office of the county superintendent, Kenneth Camp. At least \$1,200 worth of film-strip is available.

Superintendent Camp reports the creation of a county musical association and the establishment of a music library for the county schools. About \$150 worth of records is now available. In the fall of 1950, the schools were divided into nine groups. Each group prepared and carried out a 15-minute program of songs and flutophone numbers, which was broadcast over the local radio stations. In May, 1951, the fifth annual music festival will be held, with 50 schools and about 500 pupils participating. In the fall it is planned to expand these programs and to add a tape recorder and sound projector to the teaching aids.

### GEORGIA CREATES SCHOOLHOUSING AUTHORITY

The state of Georgia has enacted a law creating a state school building authority, as a separate unit from other state agencies; the primary function is the extension of credit to schools which have heretofore been limited in their ability to borrow for building needs.

The authority consists of a seven-member board, composed of the state superintendent of public education, the chairman of the State Board of Education, the state auditor, the attorney general, and three citizens appointed by the governor. The board has authority to establish a suitable organization, to appoint the necessary staff, and to conduct its business under the law.

It is anticipated that the School Building Au-

thority will finance or erect new school buildings to be rented by the local school authorities until the cost plus the interest has been retired, at which time the buildings will become the property of the local school district. While no pattern has been set up or interest rates fixed, it is expected that the contracts will run 12 to 14 years. The moneys are to come out of \$200 per teacher capital outlay funds provided by the new taxes under the laws governing the Minimum Foundation Program of Education. These tax funds will also be available for direct building costs in districts which do not avail themselves of contracts with the School Building Authority.

### HOLD WORK-CONFERENCE ON STATE-LOCAL RELATIONS

The National Council of Chief State School Officers, in co-operation with the University of California at Berkeley, will conduct a work-conference on state-local relations in education on the Berkeley Campus, June 27-29.

Prominent speakers on the program are Lee M. Thurston, state superintendent, Lansing, Mich.; Roy E. Simpson, state superintendent, Sacramento, Calif.; Andrew D. Holt, University of Tennessee, Nashville; Walter D. Cocking, New York City; William R. Flesher, Ohio State University, Columbus, Ohio; and Theodore L. Reller, University of California, Berkeley.

Committees are being organized to develop criteria and prepare proposals for: (1) local school systems; (2) institutions of higher learning; (3) state professional organization; (4) state minimum standards; and (5) programs for improving education through state and local co-operation.

## VISITORS TO EUROPE

SHOULD GO TO

# BRISTOL

ENGLAND

JULY 7th-28th, 1951

For the Festival of Britain the City will be en fete. Superb Decorations and Illuminations.

### SIX EXHIBITIONS

including arts and sciences for past 100 years; art treasures; industry; Civic; books.

### TWO WEEKS MUSICAL ENSEMBLE

including Royal Philharmonic Orchestra with Sir Thomas Beecham.

### NATIONAL EXHIBITION SHIP

"THE CAMPANIA"

Huge Flying Displays

Book through your nearest Travel Agent

Write for advance programme to:

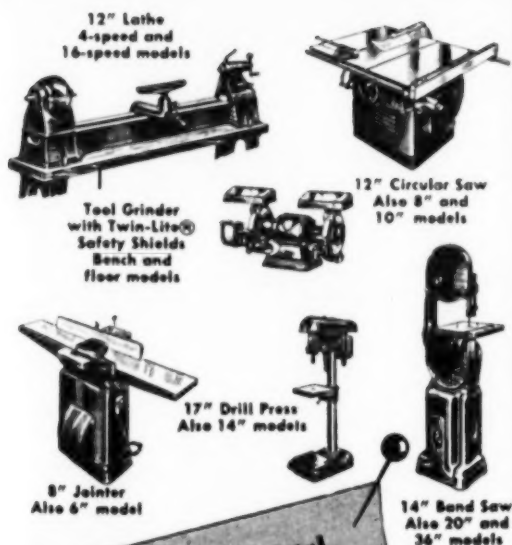
**CITY DEVELOPMENT DEPARTMENT**  
30, BALDWIN ST. BRISTOL, ENGLAND



**From  
classroom  
to skilled job  
is an easy step**



**— for students trained on the safe  
DELTA<sup>®</sup> machines that industry uses**



**DELTA — First in Safety!  
Selection Service! Durability!  
53 Machines—246 Models  
Over 1300 Accessories**

**By equipping with Delta Machine Tools, you make the  
standard of industry *your* standard in the classroom**

Your shop instructor's insistence on Delta Machine Tools and high standards of performance (the two go hand in hand) really pays off:

Industry offers more job opportunities to people trained on Delta machines. For they are machines used by practically every branch of industry.

You are equipped to conduct a shop program that is attuned to today's needs for: (a) secondary school graduates; (b) new and returning defense workers; (c) workers who need to be readjusted to new jobs — or upgraded to advanced job classifications.

By specifying "Delta" on his requisition, your instructor chooses the machines that fit your program and budget best. Delta machines are com-

pact, low cost, easy to operate — and safe! And Delta's built-in accuracy enables the student of limited skill to produce quality end-products. A complete line of accessories permits using Delta machines on a wider range of operations and projects.

Creditable results support your good judgment in approving requisitions for Delta Machine Tools.

Look for the name of your Delta dealer under "Tools" in the classified section of your telephone directory.

**DELTA POWER TOOL DIVISION**

**Rockwell<sup>®</sup>**  
Manufacturing Company  
**MILWAUKEE 1, WISCONSIN**

**Free...  
4 times  
a year**

Send coupon,  
to get an our  
free subscription  
list for THE POWER  
TOOL INSTRUCTOR, a  
school-shop publication.

S-74A

**===== Tear out coupon and mail today! =====**

Delta Power Tool Division, Rockwell Manufacturing Co.  
709D E. Vienna Ave., Milwaukee 1, Wisconsin

- ☐ Send me "The Power Tool Instructor."
- ☐ Send me Delta catalogs and bulletins.
- ☐ Send me booklet, "How to Plan a School Workshop."

Name.....

Position.....

School.....

Address.....

City..... State.....





with

## VES-COTE FLOOR-WAX

CONTAINING A NEW COLLOIDAL SILICA ANTI-SLIP AGENT

The hazards of slipping and falling on floors are greatly reduced if floors are finished with VES-COTE. VES-COTE contains a new anti-slip agent, colloidal silica, that gives excellent sole and heel traction.

In addition, VES-COTE finishes to a high gloss; is water-resistant and long-wearing.



It's important to you to have attractive floors —and safe floors. You get both by using VES-COTE. Write today for detailed information.

### BRITEN-ALL

A highly concentrated liquid cleaning compound for floors and woodwork. Briten-All is a neutral floor cleaner that cleans better, safer, easier—at lower cost.

### VESTAL ELECTRIC FLOOR MACHINE

Scrubs and polishes faster. Easy to operate. Safe. Exceptionally quiet. Sturdy, perfectly balanced construction.



**VESTAL INC.** 4963 MANCHESTER ST. LOUIS 10, MO.



► Decorah, Iowa. The school board has voted bonuses of \$100 to married school employees, and \$75 to single employees. The bonuses are paid in lump sums rather than on a percentage basis.

► St. James, Minn. All teachers have been given a straight across the board increase of \$300 for the school year 1951-52. The increase was given to raise the salaries to the level of neighboring cities.

► Oshkosh, Wis. The school board has adopted a resolution, providing increases for professional employees at the rate of \$400 annually over and above the contracts for 1950-51.

► West Haven, Conn. Salary increases of \$300 for teachers have been voted by the school board for 1951-52. The plan calls for a new starting salary of \$2,400 for new teachers, and a maximum rate of \$4,300 for all teachers.

► Worcester, Mass. The board has given salary increases of \$200 a year to all school employees.

► Chester, Conn. The board has adopted a new salary schedule, which increases the base pay of teachers from \$2,400 to \$2,700. Teachers with a bachelor's degree start at \$2,700 and go to \$4,400. Teachers with a master's degree begin at \$2,900 and go to \$4,800.

► Minneapolis, Minn. The teachers have been given \$300 a year "across the board" increases for 1951-52. The new scale starts teachers at \$2,700 a year and advances them to \$4,900 in 12 years.

► Grand Island, Neb. The board has given salary increases to teachers, ranging from \$200 to \$300 per year. The starting salary for a teacher with 60 semester hours of college training is \$2,600; for a teacher with 90 hours' training, \$2,100; and for those with 15 graduate hours, \$2,400. For teachers with a degree, an additional \$100 step is provided.

► A long-range study of teachers and their place in American society will be conducted by Dr. Harold W. Stokes, under the direction of the



Dr. Harold W. Stokes

National Citizens Commission for the Public Schools. Dr. Stokes will work directly with a committee appointed by the Commission, headed by Mrs. Barry Bingham, of Louisville, Ky. According to Roy E. Larsen, chairman of the commission, the subcommittee is seeking to determine what the Commission can do to help solve the problem of shortage of qualified teachers. The Commission has been conscious of the fact that teachers not only determine the quality of the school but also are among

the most important figures in a democracy.

► Garfield, N. J. Ninety-seven teachers who stayed home one day after reporting ill, have been required to work an extra day in empty classrooms to make up for the "strike." Julius Gramer, school board president, accused the teachers of feigning sickness because they hadn't been given the increase they had demanded.

► At St. Paul, Minn., the county board of education, with the co-operation of teachers, has begun plans for a new salary schedule for rural teachers. The schedule has been approved by the County School Officers' Association and it is expected that it will be in operation within another year.

### NEW YORK SALARY PROPOSALS

Salary increases in New York, N. Y., for teachers, ranging from \$350 to \$1,025 a year and aggregating \$32,000,000 to \$34,000,000 in cost have been recommended to the board of education by the Meyer Fact-Finding Committee following a survey conducted last October.

The proposed schedule sets a \$6,500 maximum, and averages a 16.3 per cent raise over present rates. As calculated by the committee, it brings the median purchasing power of the teachers to the 1939 level.

The recommendations call for (1) retaining the single-salary schedule, (2) a new schedule of 16 steps running from \$3,000 to \$6,300 a year, with equal annual increments of \$220 a year, and additional increments of \$200 at each step for holders of degrees, (3) elimination of the superior merit provisions of the Feinberg law, (4) increases of 15 to 20 per cent in the rates for nonteaching employees and several groups of supervisors, (5) retaining of extracurricular activities on a voluntary basis, and (6) establishment of grievance machinery for the settlement of teachers' complaints to eliminate further extracurricular stoppages.





**NOW PROVED IN**

**VOIT XF9\***  
CUSTOM FOOTBALL

**COLLEGE, JUNIOR COLLEGE,  
HIGH SCHOOL AND  
JUNIOR HIGH SCHOOL**

**VARSITY LEAGUE GAMES!**

Many league adoptions is the result of this game play in 1950 season, because players and coaches agreed on the following points of superiority of the Voit XF9 over conventional leather balls.

<b>DRY FIELD...XF9</b>	Better passing and handling. Kicks same as leather.
<b>WET FIELD...XF9</b>	Vastly superior passing and handling (does not get slippery). Eliminates bad kicks also caused by slippery ball.
<b>WET OR DRY...XF9</b>	Never varies from original perfect weight, size, shape, performance.

\* This is an entirely new ball, and should not be confused with any other football built now or in the past.

**Voit**

NEW YORK 10, CHICAGO 10, LOS ANGELES 11

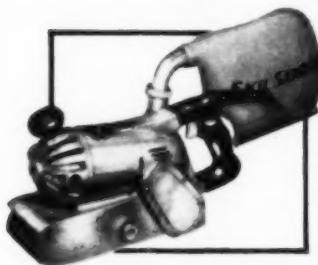
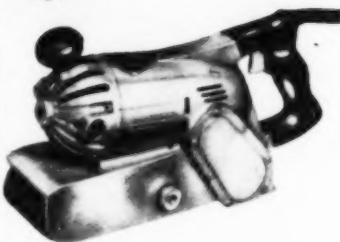
*America's Finest Athletic Equipment*

Change old desks to  
eye-saving natural finish  
this easy way



**Lighting experts say:**

"Desks should be natural colored wood with a non-glossy finish." The old dark, polished desk tops produce too great a contrast between light-colored books and papers. That causes eye strain, discomfort, and needless fatigue.



**SKIL Belt Sander—Model 448**  
3" belt. Weighs 15 1/4 lbs. Size: 4 1/4" wide x 15 1/4" long x 8 1/2" high. Belt speed: 1200 ft. per second. Durable. Refinishes all materials... wood, metal, or composition. Many school uses: refinishing desks, furniture, blackboards, etc.

**Model 449**—Construction similar to Model 448 with efficient dust collector added.

**Get complete information from your SKIL Distributor**

There's no need to buy new desks to combat eyestrain. At a fraction of new cost, SKIL Sanders refinish desks to recommended natural color—quickly and completely—restore perfect smoothness to desk tops at the same time. You get like-new desk tops, scientifically correct in color, at only the cost of refinishing—and SKIL Sanders keep even that cost low!

SKIL Products are made only by SKILSAW, Inc.

5033 Elston Ave., Chicago 30, Ill. **SKIL** PORTABLE TOOLS

Factory branches in principal cities

In Canada: Skiltools, Ltd., • 66 Portland Street, Toronto, Ont.

BLACK and WHITE  
COLOR PROCESS  
HALF TONES

*Premier*  
*Quality*  
SERVICE • DEPENDABILITY

**the premier engraving co.**

*and Art Studio*

818 W. WINNEBAGO ST.  
MILWAUKEE 5, WISCONSIN



**MOST FOR  
YOUR MONEY**

**BOSTON  
SPEED CUTTERS**

Here is the HEART and LIFE of the machine. The only one with 15 cutting edges. Other makes have only 12 cutting edges.

**25% MORE CUTTING EDGES**

**MORE CUTTER  
—LESS PUTTER**

**C. HOWARD HUNT PEN CO.**

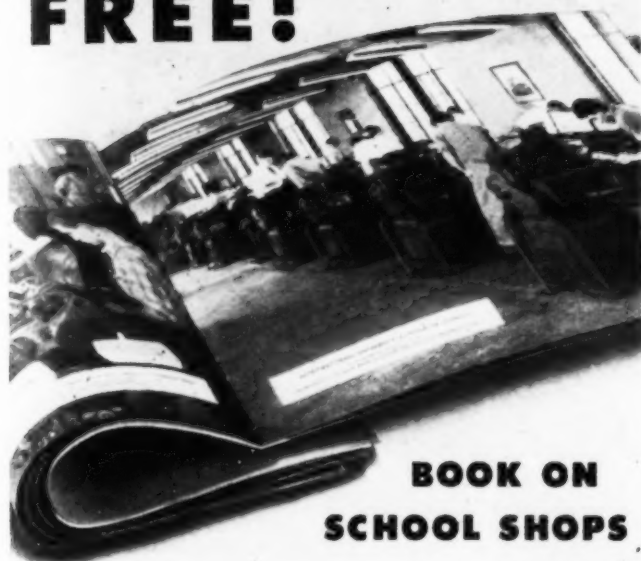
CAMDEN 1, N. J.

Also manufacturers of Speed-ball Pens and Products... Hunt Pens.

WRITE FOR CATALOG AND COPY TINIUS OLSEN TEST

**BOSTON  
PENCIL SHARPENERS**

# FREE!



## BOOK ON SCHOOL SHOPS

Filled with full color illustrations of some of the best school shops in the country, this book shows the practical arrangement of machinery and equipment in large, medium, and small room sizes. It will be helpful to those who are sincerely interested in preparing their students for future management and technical positions in industry. Write for your copy of "Modern School Shops" today.



**SOUTH BEND LATHE**

Building Better Tools Since 1906

SOUTH BEND, INDIANA



**BEST FOR EVERY FOLDING CHAIR PURPOSE!**

- **DURABLE**—strong steel frame, reinforced
- **SAFE**—no tipping, pinching, snagging hazards
- **COMFORTABLE**—extra-wide, extra-deep seats and backs
- **CONVENIENT**—fold quietly, quickly, compactly
- **RUBBER SHOES**—long-life, replaceable
- **SEAT STYLES**—formed plywood with durable lacquer finish; or vinyl-plastic upholstered

OVER EIGHT MILLION IN USE:

WRITE FOR  
DESCRIPTIONS  
AND PRICES

*American Seating Company*

Grand Rapids 2, Michigan

Branch Offices and Distributors in Principal Cities

## THE STATE BOARD OF EDUCATION

(Concluded from page 16)

states is not to pay members of the state board of education a salary. Usually they are reimbursed for expenses incurred in attending meetings, or a per diem, or both. The practice upon which a majority of authorities in state school administration agree is that state board members should be reimbursed for expenses incurred for service rendered as a member of the board.

### Paid Boards Produce

Paid boards tend to assume administrative duties. It seems that when a board member is given a salary he attempts to earn it by doing some of the work that the chief state school official and his staff should be held responsible for doing. Most state school survey commissions have recommended expenses only for state board members.

Many local superintendents and some state superintendents recognize that it is difficult under the most favorable circumstances to follow the division of labor principle accepted for the board and the executive officer and his staff. That the function of the board is to formulate policy and that the superintendent and his staff are to execute it is a principle commonly accepted among most authorities on school

administration. It is most important that conditions surrounding the service of state board members be such that the division of labor principle may be easily followed.

### EAST OR WEST—HOME'S BEST

(Concluded from page 22)

local government than their fathers. They realize that the strength of the nation is founded on the strength of its small units. They are convinced that the schools are doing their part in helping build a better democracy by knowing at firsthand what democracy is in action.

### SCHOOL EXEMPTIONS IN NEW YORK STATE

(Continued from page 36)

had exemption papers filed at the State Education Department. The exemption procedure had not been accomplished for 72.2 per cent of the children who required it in this district. A similar study of three other supervisory districts selected at random gave percentages of 73.1, 77.8, and 92.3 per cents.

It must be concluded from these data that there is probably a large number of children in New York State who are of compulsory attendance age but are neither receiving instruction nor have been formally exempted from attendance. Their school status is illegal. This is usually not the fault of the children themselves because most of them are handicapped and should be excluded. The

fault lies with school administrators who fail to appreciate that a child of compulsory attendance age must either be enrolled in school or legally exempted from attendance. The State Education Department is well aware of this problem and is engaged in a continuous struggle to encourage local schoolmen to comply with the law in regard to school exemptions. During one school year, for example, 1200 separate pieces of correspondence were sent by the State Education Department to local schools in an attempt to straighten out individual problems relating to school exemption. Most of these difficulties would be eliminated if the exemption procedure as required by the Education Law and the Regulations of the Commissioner of Education were actually followed and were used for the purposes for which it is intended.

### A Common Difficulty


From its study New York State is now aware that it has a difficult task accounting for its handicapped children. New York is probably not unique in this respect. Other states would do well to review the efficiency of its exemption procedures.

Regardless of the specific steps required for accomplishing school exemptions in individual states, the final responsibility for accurate child accounting rests with the local school administrator. Each school superintendent may well ask himself the following questions:

1. Is your school census discovering *all* the children of school census age?



**Bargen STAYPUT-MOVABLE PEDESTAL DESKS**



*Proved By*  
**20**  
**YEARS OF CLASSROOM USE!**

Bargen Stayput-Movable Desks encourage natural upright body posture and reduce fatigue . . . so the student profits! They improve classroom discipline—make teaching easier . . . and the teacher profits! They save up to 50% of janitor's sweeping time—up to 35% of valuable floor space. They stand up for year after rugged year . . . so the taxpayer profits! They're the number-one-buy for these and seven other important reasons.

**BARGEN-BUILT INDUSTRIES, INC.**  
625 NORTH BRYANT, MINNEAPOLIS 11, MINNESOTA

*Send for FOLDER OF COMPLETE BARGEN-BUILT LINE*

**NOW!** *the New*  
**DITTO**  
**D-10**  
Direct (Liquid) Process Duplicator  
At a New Day Price  
**\$175.00**




120 bright copies a minute—1 to 4 brilliant colors at once—direct from anything you type, write or draw—up to 300 clear-cut copies per master—finger-flip "Magic" Copy Control to assure all-over intensity of every copy throughout every run—on any weight paper or card—any size from 3" x 5" to 9" x 14". No stencils, no mats, no inking, no make-ready! That is the tremendous story of Ditto's new, revolutionary D-10 Direct (Liquid) Process Duplicator which sets a new precedent for economy, speed, quietness, long life and ease of operation. Beyond compare for school use, in classroom, administrative and extra-curricular activities!

**NOW! 49**

**NEW DITTO WORKBOOKS!**

See for yourself how you can increase student interest—save yourself hours of classroom time—and virtually eliminate night work. Choose from any of the splendid new titles in the new Ditto Workbook Catalog. Send for FREE Lessons. Each page produces 200 Liquid or 100 Gelatin copies.

*Write for  
Free Sample  
Lessons!*

**DITTO, Incorporated**  
2208 W. Harrison St.  
Chicago 12, Illinois

2. Are all children of compulsory school attendance ages either enrolled in school, receiving approved home instruction, or exempted from instruction?

3. Do you frequently check the expiration dates of your exemptions and accomplish renewals promptly?

4. Are all exemptions made for the purpose of safeguarding the health and welfare of the child?

5. Is home instruction made available to all physically handicapped children who can profit from it and would otherwise be denied an opportunity to learn?

If these questions cannot be answered in the affirmative, children in your district may be denied the educational opportunities which are their heritage.

was an outstanding record and indicated that a united community was behind the election, determined to solve its school problems.

The bonds were sold in February, to Toledo, Ohio, bankers, at 1.8156 rate of interest.

The proceeds of the bonds will be used to obtain additional buildings and to improve the existing buildings with the money provided. At least four grade rooms are to be built west of the present building. Another new structure will be erected south of the present building, to include a room for agriculture and biology, an office, 3 shops, a storage room, a boiler room, and toilets. The remodeling will include changing the existing rooms for other uses, the conversion of the boilers to oil, and additional and new ventilating and lighting systems.

**SCHOOL BONDS**

► Mason City, Iowa. The school board has sold \$200,000 in school bonds for 1½ per cent interest and a premium of \$3,575, or a net interest rate of 1.32 per cent.

► Ames, Iowa. The board of education has sold bonds in the amount of \$350,000, bringing to \$750,000 the amount of bonds sold to finance a new school building program. The winning bid was by the First National Bank, Chicago, at a coupon rate of one and three-eighths per cent, with a premium of \$2,901.

► Minneapolis, Minn. The voters of the Edina-Morningside District 17 have approved a bond issue of \$1,528,000 for new school buildings and additions to buildings. The board has ordered its architects to speed work on plans for the Morningside addition, to cost \$125,000. Other

buildings to be erected are an 18-room grade school, to cost \$750,000, and a gymnasium, estimated to cost \$500,000.

► The voters of Billings, Mont., have approved a bond issue of \$1,600,000 for new school construction. It is expected that \$1,000,000 will be spent at the elementary level, and the remaining \$600,000 will be used for junior and senior high school projects.

**SCHOOL BOND SALES**

During the month of February, 1951, school bonds were sold in the amount of \$83,346,750.

Sales in California totaled \$19,706,600; in Ohio, \$7,493,500; in New York, \$6,365,000; in Texas, \$5,330,000; in Maryland, \$5,902,000; in Mississippi, \$4,500,000; in Minnesota, \$4,030,000; in New Jersey, \$4,380,500. The average interest return on bonds issued in 20 leading cities was 1.59 per cent.

During the same period, sales of school funding, school tax notes, and school anticipation notes were made in the amount of \$112,500.

**SCHOOL BUILDING CONSTRUCTION**

During the month of February, 1951, contracts were let for 22 buildings in 11 states west of the Rocky Mountains. The cost was \$12,314,519.

During the month of February, 1951, Dodge reported contracts let for 321 school buildings, at a cost of \$88,978,000. The contracts were limited to 37 states east of the Rocky Mountains.

In 11 states west of the Rocky Mountains, 7 projects were reported in preliminary stages, to cost \$4,044,073.

**SCHOOL FINANCE AND TAXATION**

**UNIVERSITY CITY PASSES BOND ISSUE**

The voters of University City, Mo., have approved a bond issue of \$1,350,000 for the financing of a school building program. The bonds were passed by a vote of 3606 to 169, or about 22 to 1.

**SUCCESSFUL BOND ELECTION**

The Britton-Mason School District, Britton, Mich., in January, 1951, approved a \$200,000 bond issue by a three fourths majority vote. This

## WALLMASTER Cleans Walls Faster at Less Cost!



Costing less than 50c a day to operate, the Wallmaster cleans any washable surface, including painted rough brick, moulding, panelling and stippled walls three times faster than the bucket and sponge method.

Noiseless and clean, Wallmaster does not interrupt routine, as drop cloths and the usual mess and fuss are eliminated.

For additional details or free demonstration write

WALLMASTER DIV. Central States Distributors, Inc.  
125 N. Marion St. OAK PARK, ILL.

## QUICKLY FOLDS OR UNFOLDS

for changing  
ROOM USES



**Mitchell**  
**FOLD-O-LEG**  
**tables**

- MORE** seating capacity
- MORE** leg comfort
- MORE** exclusive features
- MORE** strength and rigidity
- MORE** for your money

Churches, schools,  
hotels, institutions,  
fraternal buildings.  
Convert any room  
into a banquet or  
group activity room.  
Clear it in minutes.

Send for folder with complete specifications.

**MITCHELL MANUFACTURING COMPANY**

2738 S. 34th St., Milwaukee 7, Wis.

**THE STRONGEST, HANDIEST FOLDING TABLE MADE!**

SCHOOL BOARD JOURNAL for APRIL, 1951

# NORCOR

## TUBULAR DESKS and CHAIRS



*New  
Classroom  
Versatility*



**for modern  
teaching methods!**

Stress is laid on individual capabilities . . . social interaction of the group. This is the modern "flexible" classroom and Norcor Tubular Desks and Chairs are *wholly compatible* with it! They are light in weight—easily moved. Flat tops and sides of the desks permit variety of arrangement. Chairs can be used independently. Today, you'll find that wherever the flexible classroom has been adopted, Norcor Tubular Desks and Chairs are the favored choice for seating requirements.

FOR BETTER SEATING . . . BETTER  
TEACHING . . . BETTER LEARNING IN  
YOUR SCHOOL, SPECIFY NORCOR

*Perfectly  
attuned to*

- INDIVIDUAL STUDY
- LARGE OR SMALL UNIT STUDY GROUPS
- GROUP MANIPULATIVE TASKS
- RECITATION—ORAL READING GROUPS



**The NORCOR Line**

"Twenty Five Years of Good Seating"

NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN





The AASA Convention Commercial Exhibit of Educational Equipment and Teaching Materials, Atlantic City, February 17 to 22, 1951.

### ASSOCIATED EXHIBITORS' AWARDS

The Associated Exhibitors of the N.E.A. presented their 25th annual program to the A.A.S.A. at the Atlantic City convention the evening of February 21, 1951. The presentation of the American Education Award to Harold E. Stassen, president of the University of Pennsylvania, recipient for 1951, was made by John D. Horne, president of the Associated Exhibitors.

John H. Fischer of Teachers College, Columbia University was given the Associated Exhibitors' Scholarship for graduate study in school administration, and the third recipient of this award.

At the annual meeting of the Associated Exhibitors, held in Atlantic City, February 22, a sterling silver plaque was presented to Paul L. Crabtree in recognition of his years of service as director, vice-president, president, and since 1937 secretary-treasurer of the Associated Exhibitors of the N.E.A.

The three new directors of the Associated

Exhibitors, elected annually, are: Charles S. Stock, Herman Nelson Division American Air Filter Co., Inc.; C. B. Stateler, A. J. Nystrom & Co.; J. W. Cannon, Nation's Schools.

The officers for 1951, elected by the directors, are: president, Clifford M. Kelly, Fred Medart Products, Inc.; vice-president, E. W. Sundell, Dudley Lock Corporation; secretary-treasurer Paul L. Crabtree.

### CELORON HAS UNIT CONTROL

The Southwestern Central School, at Celoron, N. Y., has begun the second year of operation under a unit control system. Under this plan, the supervising principal, Holland W. Rood, is in charge of pupils and teachers, has supervision of the instruction, takes charge of the hiring and promotion of teachers, and selects the textbooks. The supervising principal also has charge of all business affairs and of nonteaching employees, including janitors, bus drivers, and cafeteria help.

The school comprises two K-12 schools and four extra grade schools and has 1600 pupils in charge of 80 teachers. A building principal is in direct charge in each of the K-12 buildings.

### TEACHING CONSERVATION

Plymouth, N. H. The public schools of Supervisory Union No. 48, Plymouth, N. H., have been working since October, 1947, on the building of a program for teaching conservation of natural resources. While the work is still in the experimental stage, it has already resulted in some very definite conclusions.

It has proved conclusively that conservation education lends itself to correlation with all elementary school subjects. The study creates interest and understanding of the community. The work when based on daily experience and observation gives impetus to the entire school program. Correct attitudes can be developed without the necessity of breaking down wrong notions. Conservation education, it is believed, produces better and wiser guardians of the nation's resources.

### COMING CONVENTIONS

*Apr. 11-12. Indiana Assn. of School Superintendents and Business Officials at Purdue Memorial Union, Lafayette, Ind. Secretary: Mrs. Genevieve Serwatka, School City of La Porte, La Porte, Ind. Exhibits: Keith Glancy, Purdue University. Attendance: 150-175.*

*Apr. 12-13. Wisconsin Assn. of School Boards at Schroeder Hotel, Milwaukee, Wis. Secretary: Mrs. Letha Bannerman, 1220 Highland Park Blvd., Wausau, Wis. Exhibits: James Luther, Fort Atkinson, Wis. Attendance: 400.*

*Apr. 12-13. Wisconsin Assn. of School Administrators at Schroeder Hotel, Milwaukee, Wis. Secretary: Mrs. Letha Bannerman, 1220 Highland Park Blvd., Wausau, Wis. No exhibits. Attendance: 100.*

*April 17-20. American Assn. for Health, Physical Education and Recreation at Hotel Book Cadillac, Detroit, Mich. Secretary: Dr. C. A. Troester, Jr., 1201 Sixteenth St., N.W., Washington, D. C. Exhibits: Carroll Smith, Garden City High School, Garden City, N. Y. Attendance: 2500.*

*Apr. 19-20. Colorado Assn. of School Boards at Albany Hotel, Denver, Colo. Secretary: Dr. Calvin Grieder, University of Colorado, Boulder, Colo. No exhibits. Attendance: 150.*

*April 29-May 2. California Association of Public School Business Officials, at Hoberg's in the Pines, Lake County, Calif. Secretary: Wm. H. Baker, Room 514, 808 N. Spring St., Los Angeles 12, Calif. Attendance: 600.*

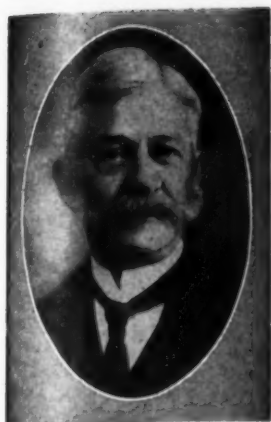
*May 20-22. New York State Assn. of School Business Officials at Hotel Syracuse, Syracuse, N. Y. Secretary: M. G. Osborne, State Education Dept., Albany. Exhibits: Wm. R. Dixon, Board of Education, Syracuse. Attendance: 300.*



Officers and Directors of Associated Exhibitors of the N.E.A.

(Left to right): Ronald M. Maxwell, E. H. Sheldon & Co.; Dallas Shields, Superior Coach Co.; Paul L. Crabtree, Secretary-Treasurer; John D. Horne, Eberhard Faber Pencil Co.; Clifford M. Kelly, Fred Medart Products, Inc.; John C. Ouder Kirk, F. A. Owen Publishing Co.; E. W. Sundell, Dudley Lock Corporation; T. D. Wakefield, F. W. Wakefield Brass Co.





## TEXTBOOK PROTECTION

is a "Must"  
in these days of high costs.

**H O L D E N**

has the *know-how* earned from more than  
eighty years' experience in the Book Cover field.

**HOLDEN**

**BOOK**

**COVERS**

increase the life of the book *up to three years!*

They are made from specially processed paper

Designed for Long Wear

Are Water-resisting and Weatherproof

Fit like Jackets, snug and tight

Give additional support to the bindings

**GET THE HOLDEN HABIT**

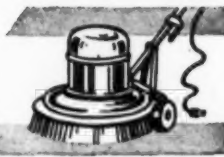
— and Lengthen the Period of Use and  
Service from Textbooks.

*Samples free*

**HOLDEN PATENT BOOK COVER COMPANY**  
Springfield, Massachusetts



## NEW SUPPLIES AND EQUIPMENT



### HELP IN INSTALLING INSULUX GLASS BLOCK

Two improvements for reducing installation time and costs for Insulux light-directing glass block have been announced by the American Structural Products Company.

The first is a new finish applied to the exposed surfaces of the glass block during manufacture. This finish prevents adhesion of mortar to the faces during the laying operation and makes it easier and faster to clean Insulux panels. It eliminates the need for the strong acids commonly used for cleaning masonry work.

The second improvement is an electronically applied gold stripe, which appears on the top mortar-bearing edge of each light-directing block. The stripe makes it easier to lay the block in the correct position. If all the block in one course is installed properly, the gold line will remain unbroken. A broken line indicates improperly installed block.

Information concerning the use of Insulux glass block can be obtained by writing to the American Structural Products Co., Box 1035, Toledo 1, Ohio.

### GRIGGS ISSUES NEW 1951 CATALOG

The Griggs Equipment Company has issued its 1951 catalog, illustrating and describing its line of school seating.

The new catalog describes the various lines of school seating—the Skyliner, Airliner, and Pioneer series, as well as the All-Star auditorium chairs, and window shades.

A copy of the catalog is available by writing to the Griggs Equipment Co., at Belton, Tex.

### ALBERT PICK SCHOOL EQUIPMENT CATALOG

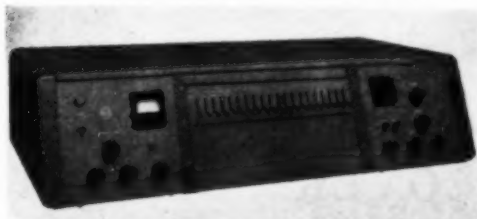
The Albert Pick Company has issued its latest catalog of 36 pages, illustrating and describing its complete line of school equipment, accessories, and supplies.

The catalog lists adjustable school desks, school chair-and-desk combinations, general purpose chairs, folding chairs and tables, service stools for laboratories, utility tables, flat top desks, library furniture, rest room furniture, and kindergarten furniture, as well as a complete line of school supplies and materials for teaching use.

A copy of the catalog may be obtained by writing to the Albert Pick Company at 2159 Pershing Road, Chicago 9, Ill.

### NEW CONSOLETTA SOUND SYSTEM

A new dual-channel consolette for medium-sized sound systems has been announced by the



RCA Dual-Channel Consolette

Sound Products Section of the RCA Engineering Products Department.

The new consolette (RCA MI-12781) is designed to provide recorded programs, radio programs, or locally originated sound programs to as many as 40 selected rooms or areas. It incorporates two complete audio channels which may be used to provide different programs to selected areas, or they may be tied together to furnish the same programs to all areas. It can also be used as a two-way communication system without disturbing the program channels by the addition of an optional amplifier. Programs can be monitored by means of a loudspeaker and a volume meter indicating correct volume level. Special features are a master emergency switch, centralized finger-tip controls, and a separate record player, transcription turntable, or radio tuner.

Complete information is available by writing to the Sound Products Section of the RCA Victor Company, Camden, N. J.

### THEATER EQUIPPED WITH AMERICAN SEATING

The new high school community theater, at Berkeley, Calif., is a civic center as well as a school assembly hall. One wing of the building



American Seating in Berkeley Theater

houses a "little theater," which is equipped with American Seating Bodiforms, upholstered in wine fabric and green leatherette.

Complete information about the firm's line of assembly room seating can be obtained by writing to the American Seating Company, Grand Rapids 2, Mich.

### ANNOUNCE ALPHACOLOR PASTELS SET

The Weber Costello Company has announced its Alphacolor No. 148s, a brand new set of square pastel crayons.

The No. 148s box contains 48 square pastels in a perfect sequence of pleasing colors. Each stick is 7/16 in. square and 2 3/4 in. long.

The Alphacolor set is packaged in a handsome black and orange box. Each crayon is in a

separate compartment, which prevents breakage and makes it easy to select individual colors. The color index, on the inside cover, identifies each pastel. Alphacolor pastels are also available in a set, containing 24 color sticks.

Full information on Alphacolor may be obtained by writing to Weber Costello Co., Chicago Heights, Ill.

### GLASS BLOCK DATA

The Pittsburgh Corning Corporation, 397 Fourth Ave., Pittsburgh 22, Pa., has just issued a technical bulletin illustrating and outlining the specifications for glass block used in school buildings.

The bulletin includes exact lighting data found in typical Texas classrooms with north, south, east, and west elevations. Data on outdoor lighting conditions, surface reflectancies, and actual brightnesses found by repeated tests are included.

The bulletin provides valuable school building design aid.

### PRODUCE A MILLION FLUSH DOORS

"A million is a lot of anything." On January 1, 1950, when the Plywood Division of the Mengel Company set out to build 1,000,000 of its famous Mengel flush doors in one year, the management was well aware that it was thinking in terms of over 176,000,000 ft. of veneers, 12,700,000 bd. ft. of lumber, and 3,500,000 pounds of water-resistant glues. Despite the magnitude of the job, however, the million-dollar goal was set.

Less than 12 months later, the "millionth in 1950" was produced, and the year ended with a substantial margin to spare.

### REMINGTON RAND ANNOUNCES NEW CONVEFILER

Remington-Rand, Inc., has announced the issuance of a new device, the "ConveFiler," for the handling of large card file installations. The device is controlled by a directional pedal switch which activates a mechanism to bring each filing tray to a point directly in front of the file operator. The device is an aid to effect a reduction up to 30 per cent in personnel operating hours. The ConveFiler holds nearly 200,000 cards and occupies little more space than the regular card filing equipment. The machine has been tested in actual use with completely satisfactory results.

Complete information and prices are available by writing to the Remington Rand Co., 315 Fourth Ave., New York 10, N. Y.

### WESTINGHOUSE ANNOUNCES NEW LIGHTING BOOKLET

The Westinghouse Electric Corporation has issued a 16-page booklet, describing proper lighting to be used in schools, office buildings, and commercial buildings. The booklet points out two functions of lighting—to permit work or study in comfort and to move room contents. It describes different types of lighting which can be used to perform these functions, including indirect, semi-indirect, direct-indirect, and direct lighting. Shielding mediums, lamp sizes, and suspension methods are given for each type, and suggestions offered as a guide in selecting the best type for a particular task.

A copy of Booklet B-5254 can be obtained by writing to the Westinghouse Electric Corporation, Box 2099, Pittsburgh 30, Pa.

## ANNOUNCE NEW EDUCATIONAL MOTION PICTURE FILM

Encyclopaedia Britannica Films, Inc., has announced a one-reel, full-color educational film, entitled "The Fur Trapper of the North." The film provides a study of the clothing problem, as well as a study of the life and activities of the people who secure furs for clothing use.

The film shows the trapper in the trapping territory, how he explores for signs of his animals, how he works his traps, the clothing he wears, how he prepares the pelts, and how he disposes of his furs. The film is suitable for use in the middle grades and junior high school classes engaged in the study of geography and social studies.

The film may be purchased from Encyclopaedia Britannica Films, Wilmette, Ill., for the price of \$100, and may be rented or purchased from any one of the seven regional libraries located throughout the country.



The national bird is the stork — since 1941. The eagle has taken second place.

### What They Need

In Atlantic City the story was told that a young college graduate in applying to the president of a school board for a teaching job, mentioned the fact that he could teach history. When the president declared that they needed no teacher of history, the young man declared that he could also teach English. In succession he named at least a dozen subjects he could teach.

Finally, the president of the school board said: "I am afraid that we don't need any teacher at all."

Whereupon, the young man broke out with the question, "Well, what kind of a blank, blank man do you need in this blank, blank town?"

Whereupon the president of the board said: "Why didn't you ask me in the first place? We do need a superintendent."

### The Critic Answered

A critic of the schools backed up his hearsay charges with the statement "Where there is smoke there must be fire."

"Sure," answered the friend of the schools, "but whose fire is it?"

### Greek With a Word For It

One of the most delightful attributes of the whimsical Professor Evangelinus Apostolides Sophocles, Professor of Greek at Harvard, was a wholehearted propensity for cutting corners.

One day, meeting Prof. Shaler crossing the yard, Prof. Sophocles inquired about the sheaf of papers his colleague was carrying under his arm.

"Oh, those are examination papers," Shaler replied. "I've got to read and mark the pesky things!"

"Oh, I never do that!" Prof. Sophocles protested. "After a boy has been in one's class a few weeks you can know just about what he can do. If he doesn't come up to his average performance in an exam, you know it's an accident."

"But what if he exceeds it?" Shaler wanted to know.

"Oh," laughed Prof. Sophocles, "then he's cheating!"

## Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

Code No.	Page No.	Code No.	Page No.
40	American Seating Company. 81	429	Maico Company, Inc., The. 73
41	American Structural Products Company ..... 65	430	Minneapolis-Honeywell Regulator Co. .... 3rd cover
42	Ampro Corporation ..... 71	431	Mitchell Mfg. Co. .... 83
43	Austral Sales Corp. .... 2nd cover	432	Monroe Company, The. .... 74
44	Bargen-Built Industries ..... 82	433	Natural Slate Blackboard Co. 75
45	Beckley-Cardy Company. .... 72	434	Nelson, Herman, Division
46	Butler Mfg. Co. .... 3		American Air Filter Company 5
47	Central States Distributors, Inc. .... 83	435	Nesbitt, Inc., John J. .... 4th cover
48	Chicago Hardware Foundry Company ..... 66	436	Norcor Mfg. Company, Inc. .... 83
49	City Development Dept. .... 76	437	Oneida Products Corp. .... 53
410	Crane Company ..... 9	438	Peabody Company, The. .... 58
411	Delta — Rockwell Power Tool Division ..... 77	439	Pittsburgh Corning Corp. .... 7
412	Ditto Incorporated. .... 82	440	Powers Regulator Co. .... 8
413	Dodge Div. Chrysler Motors. . 56	441	Premier Engraving Company 80
414	Electric Aire Engineering Corp. .... 54	442	Professional Directory. .... 62
415	Fenestra Building Products. . 14	443	Richards-Wilcox Mfg. Co. .... 63
416	Flynn Mfg. Co., Michael. .... 67	444	Royal Typewriter Co., Inc. .... 59
417	Goodyear Tire & Rubber Co. 2	445	Sexton & Co., Inc., John. .... 51
418	Griggs Equipment Company 76	446	Sheldon Equipment Co., E. H. 57
419	Hamilton Mfg. Co. .... 61	447	Skilsaw, Inc. .... 80
420	Heywood-Wakefield Co. .... 49	448	South Bend Lathe Works. .... 81
421	Hillyard Sales Companies. .... 69	449	Speakman Company. .... 11
422	Holden Patent Book Cover Co. 85	450	Sylvania Electric Products, Inc. .... 4
423	Hunt Pen Co., C. Howard. .... 80	451	Todd Shipyards Corporation. 60
424	Huntington Laboratories, Inc. 55	452	Tremco Mfg. Co., The. .... 64
425	Irwin Seating Company. .... 68	453	Underwood Corporation. .... 12
426	Johnson Service Company. . 1	454	U. S. Plywood Corp. .... 6 & 10
427	Libbey-Owens-Ford Glass Co. 68	455	University of Pittsburgh Press 74
428	Ludman Corporation, The. .... 88	456	Vestal Chemical Company. . 78
		457	Voit Rubber Corp., W. J. .... 79
		458	Wayne Iron Works. .... 74
		459	Weber Costello Company. .... 70

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE — MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

1951

Please send information offered in the advertisements we have encircled

40	41	42	43	44	45	46	47	48	49	410	411
412	413	414	415	416	417	418	419	420	421	422	423
424	425	426	427	428	429	430	431	432	433	434	435
436	437	438	439	440	441	442	443	444	445	446	447
448	449	450	451	452	453	454	455	456	457	458	459

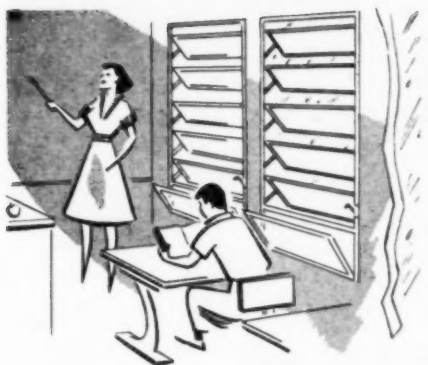
Also information on .....

Name ..... Please Print

Title ..... School .....

City ..... Zone ..... State .....





# AT LONG LAST... **VENTILATION..** **WHEN** **IT'S** **RAINING!**

Yes, your modern school building should include Auto-Lok, the weatherstripped awning window that lets in welcome breezes, but keeps out even the most sudden of April showers.

With Auto-Lok, in Wood or Aluminum, you at last have the answer to adequate ventilation when it's raining...the foremost problem in your ventilation control planning.

Nor can you afford to temporize with drafts and "cold spots" caused by air infiltration around windows, that form excellent breeding conditions for respiratory infections.

Now you can have 100% controlled ventilation... even when it's raining...you can eliminate drafts and those cold spots with AUTO-LOK...

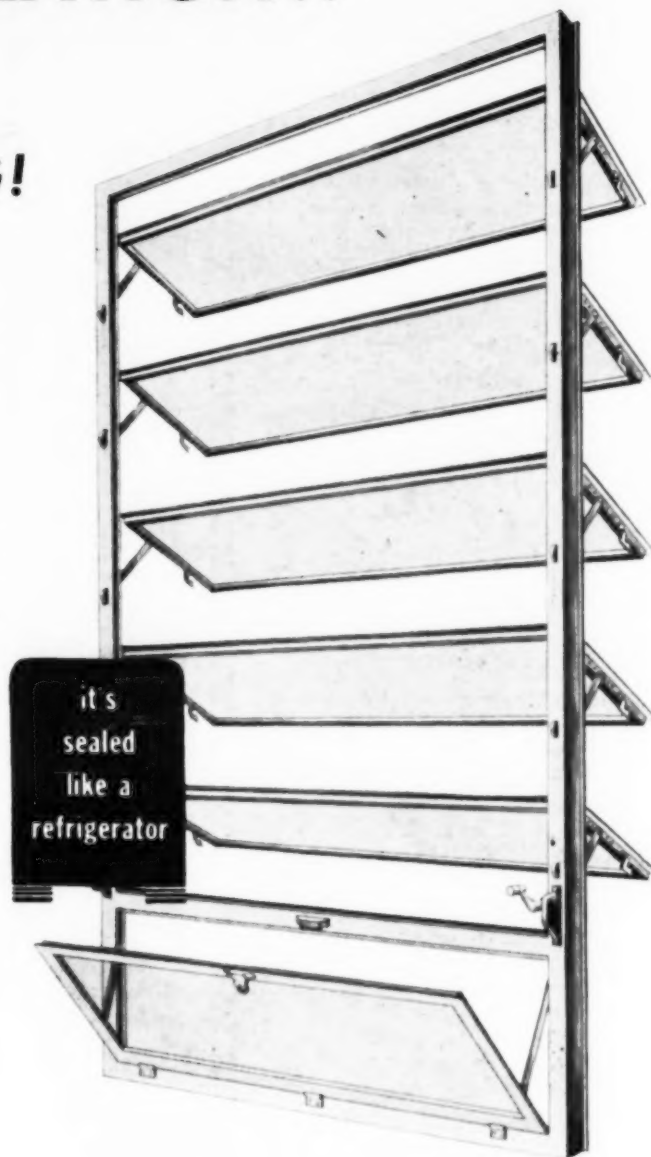
## **TIGHTEST CLOSING WINDOWS EVER MADE...**

Auto-Lok's amazing tight closure\*...it's actually sealed like a refrigerator...will cut your fuel bills because it reduces air infiltration to a minimum. They are easier to operate...you can clean the outside from the inside...and minimum maintenance and precision-balanced adjustment-free hardware make them the janitors' delight.

Our engineering department will gladly assist you in your window planning. Their wide experience in solving intricate window problems is yours for the asking.

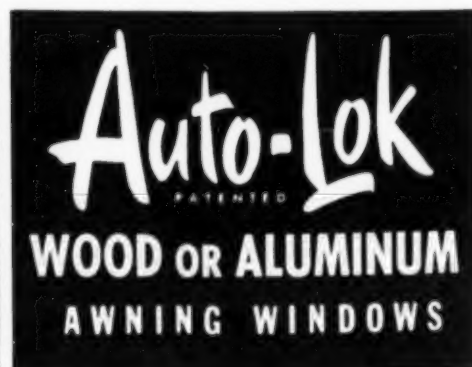
*\*Air infiltration is reduced to a minimum... only 0.095 cfm per foot (from report of Pittsburgh Testing Laboratory).*

**Auto-Lok ALUMINUM WINDOWS**  
Ludman Corporation will continue to make Auto-Lok Aluminum Awning Windows in accordance with government regulations.



Write today for complete details on both Wood and Aluminum AUTO-LOK Awning Windows, and for informative booklet, "WHAT IS IMPORTANT IN A WINDOW?" Please address Dept. AS-4.

**LUDMAN CORPORATION**  
P.O. Box 4541 Miami, Florida





## Will Your New School Building Make Students Better Spellers?

Naturally, no school building can increase a student's natural *aptitude* for spelling.

But the right kind of environment *can* do wonders for a child's *attitude*—can make him more alert and responsive, more interested. In that way, your new school building literally can make students better spellers.

Experience shows, for example, that most children improve noticeably when moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are constantly provided.

Knowing this, more and more educators are choosing Honeywell automatic controls for their new schools. Honeywell equipment has been

*proved* more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell has the largest, most widespread staff of service experts in the industry.

You owe it to your students *and* your budget to get all the facts and figures about Honeywell controls for *your* new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Dept. AJ-4-61, Minneapolis 8, Minnesota. Why not do it *today*!

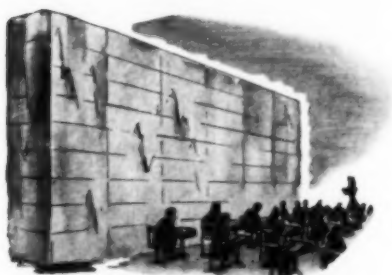
MINNEAPOLIS  
**Honeywell**

*First in Controls*

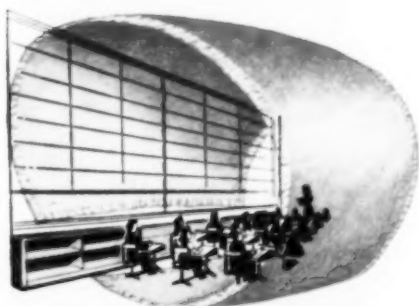


# Wind·o·line Radiation

**An Extra  
Thermal Blanket  
WHERE NEEDED**



In sub-freezing weather, window areas become like a "wall-of-ice".



The Nesbitt Thermal Blanket protects occupants from cold windows.

## ***Answers the WALL-OF-ICE Problem***

THE TREND toward larger areas of fenestration in the modern schoolroom makes greater demands of the heating and ventilating unit. The "thermal blanket" provided by the Nesbitt Syncretizer adequately shields occupants against the window "wall-of-ice" in normal situations; but under conditions of extremely long glass exposure and very low outdoor temperatures, an "extra blanket" is called for. Nesbitt WIND·O·LINE meets such needs.

When specified as an auxiliary of the free-standing Nesbitt Syncretizer, WIND·O·LINE consists of finned-tube radiation in an attractive grilled casing. It is located just below the windows and extends from both ends of the Syncretizer unit ventilator, for the full length of the sill. It is controlled in cycle with the Syncretizer to give heat—when required—where heat is needed.

WIND·O·LINE is also available (pictured above) as a component of The Nesbitt Package, recessed in a channel at the rear of the storage units. WIND·O·LINE is yet another Nesbitt innovation which permits more of America's schools to enjoy the *new standard of classroom comfort*.

## *The Nesbitt Syncretizer Unit Ventilator*

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA. • SOLD ALSO BY AMERICAN BLOWER CORPORATION